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ABSTRACT

This manual is designed to provide Tennessee School administrators and supervisors with the information needed to understand the revised Career Ladder Evaluation System, and prepare them for the evaluation at Career Levels I and II. The manual covers the following information: (1) improvements of the revised system; (2) assumptions and principles; (3) levels of the career ladder; (4) fast track amendments; (5) competencies; (6) the evaluation process; (7) data sources (observation, candidate interview, questionnaire, portfolio preparation and the Career Ladder Test); (8) standards for certification/scoring and equating; (9) rights of the administrators/supervisors; (10) a glossary of terms; (11) State Department and Career Ladder personnel; (12) questions and answers; and (13) important dates. Appendices contain (1) the supervisor job description, (2) the Tennessee Academy for School Leaders, (3) principal/assistant principal evaluation instrumentation, (4) instructional supervisor evaluation instrumentation, (5) extended contracts, and (6) calculation of salary supplements. (JAZ)

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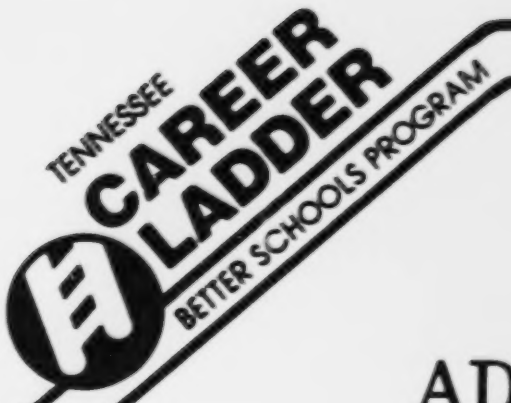


# ADMINISTRATOR/ SUPERVISOR CAREER LADDER ORIENTATION MANUAL

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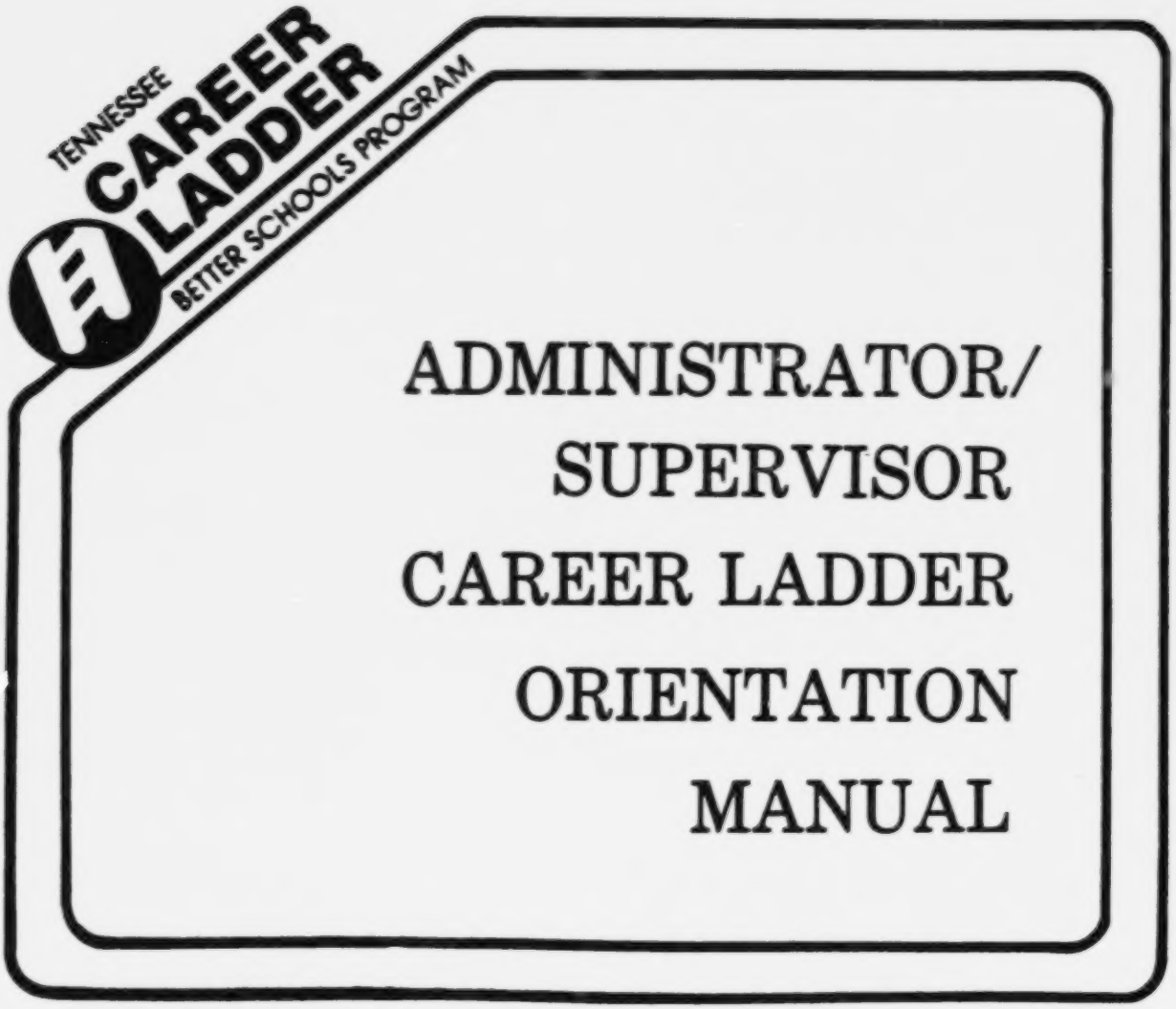


# ADMINISTRATOR/ SUPERVISOR CAREER LADDER ORIENTATION MANUAL

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TENNESSEE DEPARTMENT OF EDUCATION

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William R. Willis, Jr.
Chairman

TENNESSEE
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NASHVILLE 37219-5335

Dear Tennessee Principals, Assistant Principals, and Supervisors:

Welcome to the second year of the Tennessee Career Ladder Program! Educators across Tennessee have already experienced a year of growth and change. This summer the Administrator/Supervisor Evaluation System has been revised and improved. The system will continue to identify and recognize the best instructional leaders in our state.

This manual is designed to provide you with the information you will need to understand the Career Ladder Administrator/Supervisor Evaluation System and to prepare for your evaluation at Career Level I or II. It should answer many of your questions about the process.

In addition to information regarding evaluation procedures, it is possible this year to publish the actual instrumentation.

Perhaps you are one of many principals, assistant principals, or supervisors who participated in the development of this evaluation system. The participation of those who assisted in field testing the instruments and the input from those who were evaluated in the spring were invaluable in helping us make the system better.

Multiple data sources are again used to measure each competency. These sources include: observation in your work setting, a portfolio, a structured interview, a professional skills test and questionnaires to be answered by those who know your competencies. Results of the collection of data from these sources and the consensus decision by your evaluators will determine your Career Level I or II certification status.

We sincerely hope that your experience in the Career Ladder evaluation process will be encouraging and satisfying. Climbing the Career Ladder is intended to be a rigorous process but will enhance your growth as a professional.

Please write or call if we can assist you further.

Sincerely,

William R. Willis

William R. Willis, Chairman
Interim Certification Commission

WRW:kh

# Introduction

The implementation of the Better Schools Program generated many positive results for all Tennesseans concerned with having the best educational system in the country. The teachers, administrators, and supervisors are to be commended for their leadership in this first successful year.

A complete review of the Administrator/Supervisor Evaluation System was conducted after the first year of its operation. Principals, supervisors, and superintendents provided their comments for improvement of the system. Valuable information was received from the candidates through a questionnaire and through comments at the summary conferences. An analysis of the data was done to identify the strengths and areas for improvement of the system. Widely-known experts in the field of evaluation also studied the data and made suggestions. We took all our sources of information and made improvements.

We found there were three major areas of desired improvement: feedback, more information about the process, and clearer instructions for the portfolio. The system reflects improvements in these three areas.

The State Department of Education is pleased to provide this expanded Administrator/Supervisor Orientation Manual for 1985-86. This manual introduces administrators and supervisors to the Career Ladder Program and outlines the major components of the evaluation system for Career Level I and II candidates. The improvements in the system have been incorporated and are presented on the following pages.

We believe a good system has been made even better, and we look forward to your participation in the evaluation process. We are eager to work with you to continue making education in Tennessee the best for our teachers, students, and communities.

Sincerely,

Robert L. McElrath
Commissioner of Education

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# Improvements for 1985-86

We would like to welcome you as a Career Ladder I or II candidate for evaluation during the 1985-86 school year.

We are pleased that so many educators have chosen to participate in the Career Ladder Program. During 1984-85, more than 39,000 educators entered the Career Ladder Program in Tennessee. About 2500 of these educators were administrators and supervisors who completed a fast track option. We evaluated two hundred twenty-one (221) administrators and supervisors from mid-February through mid-May after completing the field test and getting the system approved by the Interim Commission and State Board of Education.

Prior to initiating changes to improve the system, a survey of 1984-85 candidates, the evaluators, other administrators/supervisors, and project staff was conducted to assess the system and suggest changes. Upon completion of a statistical analysis, a number of changes were made to improve the system.

The changes are intended to "fine-tune" the system. Procedural changes include providing limited feedback to candidates at the end of each evaluation cycle, increasing to two the number of unannounced observations, increasing the information provided in the Orientation Manual, making evaluation instruments and scales available to all candidates, and adjusting the weight assigned to three of the four Domains of Competency.

Changes to instruments include the deletion, modification, and addition of some items to make needed adjustments in areas evaluated, limiting the number of pages which can be placed in the portfolio, and changing some frequency scales to qualitative scales. Weights have been adjusted to reflect the item changes and a revised scoring system has been developed to accommodate suggestions from advisory panels, outside experts, and practitioners. The weight assigned to the evaluators' consensus judgement has been increased from 5 to 10 percent.

These changes are intended to provide candidates more information about the evaluation system, its procedures, and instrumentation. They also reflect adjustments to accommodate the gathering of information from the various data sources consistent with the level of data available from that data source. Streamlining the system and improving system efficiency are also considerations behind the proposed changes.

A comparison of the 1984-85 system with the 1985-86 system for principals/assistant principals and supervisors follows.

## Principal/Assistant Principal Evaluation System Changes

| 1984-85 | 1985-86 |
|---|---|
| OBSERVATIONS<br>2 announced 3-hour observations<br>1 unannounced 3-hour observation<br>109 items | OBSERVATIONS<br>1 announced 3-hour observation<br>2 unannounced 3-hour observations<br>103 items |
| INTERVIEW<br>13 question sets | INTERVIEW<br>12 question sets |
| QUESTIONNAIRES | QUESTIONNAIRES |
| Elementary Student<br>5 point scale | Elementary Student<br>4 point scale<br>Improved format |
| Secondary Student | Secondary Student<br>No change |
| Professional Staff | Professional Staff<br>Clearer instructions to professional staff |
| Peer<br>39 items | Peer<br>38 items |
| Superordinate<br>Frequency scale<br>42 items | Superordinate<br>Qualitative Scale<br>28 items |
| PORTFOLIO<br>Unlimited number of pages | PORTFOLIO<br>Limited to 200 pages<br>More specific instructions |
| EVALUATORS' CONSENSUS JUDGEMENT<br>5 percent weight | EVALUATORS' CONSENSUS JUDGEMENT<br>10 percent weight |
| INSTRUMENTATION<br>Confidential | INSTRUMENTATION<br>Open |
| BRIEFING SESSION | BRIEFING SESSION<br>No change |

| | |
|---|---|
| COLLECTION OF CONTEXT INFORMATION<br>None | COLLECTION OF CONTEXT INFORMATION<br>Added |
| FEEDBACK<br>At Summary Conference | FEEDBACK<br>No change<br>Share specific observations at the end of each cycle |
| ORIENTATION MANUAL<br>Evaluation procedures described<br>Limited information about instruments | ORIENTATION MANUAL<br>Expanded descriptions<br>Full description of instruments and scales |

## Instructional Supervisor Evaluation System Changes

| 1984-85 | 1985-86 |
|---|---|
| OBSERVATIONS<br>2 announced 3-hour observations<br>1 unannounced 3-hour observation<br>73 items | OBSERVATIONS<br>1 announced 3-hour observation<br>2 unannounced 3-hour observations<br>69 items |
| INTERVIEW<br>13 question sets | INTERVIEW<br>12 question sets |
| QUESTIONNAIRES<br>Professional Staff<br>55 items | QUESTIONNAIRES<br>Professional Staff<br>58 items |
| Peer | Peer<br>No change |
| Superordinate<br>34 items<br>Frequency scale | Superordinate<br>32 items<br>Qualitative scale |
| PORTFOLIO<br>22 items<br>Unlimited number of pages | PORTFOLIO<br>23 items<br>Limited to 200 pages<br>More specific instructions |

| | |
|---|---|
| EVALUATORS' CONSENSUS JUDGEMENT<br>5 percent weight | EVALUATORS' CONSENSUS JUDGEMENT<br>10 percent weight |
| INSTRUMENTATION<br>Confidential | INSTRUMENTATION<br>Open |
| BRIEFING SESSION | BRIEFING SESSION<br>No change |
| COLLECTION OF CONTEXT INFORMATION<br>None | COLLECTION OF CONTEXT INFORMATION<br>Added |
| ORGANIZATIONAL MANAGEMENT DOMAIN<br>One performance indicator | ORGANIZATIONAL MANAGEMENT DOMAIN<br>Two performance indicators |
| FEEDBACK<br>At Summary Conference | FEEDBACK<br>No Change<br>Share specific observations at the end of each cycle |
| ORIENTATION MANUAL<br>Evaluation procedures described<br>Limited information about instruments | ORIENTATION MANUAL<br>Expanded descriptions<br>Full description of instruments and scales |

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SCORING CHANGES FOR ADMINISTRATORS AND SUPERVISORS

Several changes have been made to make it possible to report item data to candidates on the original scales (frequency or qualitative). Some Domains of Competence have been given more weight than others. A minimum required score for each domain has been set for all Career Ladder I and II candidates. A single cutoff score for each principal/assistant principal Career Level I and II and one cutoff score for each supervisor Career Level I and II has been set. The system is designed to insure that the same level of performance for each Career Level will be required in 1985-86 as was required in 1984-85. Detailed scoring changes will be reported on pages 38-48 under the heading of Standards for Certification/Scoring and Equating.

# Assumptions and Principles

Knowledge of the assumptions and principles upon which the Administrator/Supervisor Evaluation System is based will be helpful as you prepare to participate in the Career Ladder Program. Those assumptions are listed below:

**THE PROGRAM**

1. The primary goal of the evaluation program is to identify and reward outstanding administrator and supervisor performance.

2. A second important goal of the evaluation program is improving instructional programs and instructional support systems.

3. A sound evaluation program focuses on performance rather than credentials.

4. To be most useful, the evaluation program must be coupled with a strong professional development program.

**THE ADMINISTRATOR/SUPERVISOR**

1. Administrators and supervisors want to be competent professionals.

2. Organizing and implementing instructional programs of high quality is the primary role of the administrator and supervisor.

3. It is possible to assess differences in the performance of both administrators and instructional supervisors.

4. The skills needed and manifested by outstanding administrators and supervisors are not different in kind from those needed and manifested by less able administrators and supervisors.

5. All administrators and supervisors can improve their performance.

**THE EVALUATOR**

1. Administrators and supervisors are best able to evaluate the performance of their peers.

2. Rigorous training is essential for an evaluator.

3. Evaluation is best conducted by a team of evaluators rather than a single individual.

4. The evaluator must have a commitment to fairness, impartiality, and objectivity.

## THE PROCESS

1. The evaluation process should not discourage diversity in instructional programs or in organizational support systems.

2. Multiple observations of administrator or supervisor performance are necessary to obtain a reliable picture of administrator or supervisor behavior.

3. The evaluation process should focus on the behavior and performance of administrators and supervisors.

4. Multiple sources of data are essential to the development of a complete picture of administrator or supervisor performance.

## THE EVALUATION INSTRUMENTS

1. The evaluation instrument(s) must be developed from the evaluation process.

2. The instrument(s) must be understood by all principals, assistant principals, and instructional supervisors.

3. The instrument(s) must assess the performance of competencies/skills deemed important to effective administration and supervision of the instructional program and the supportive management functions.

## Levels of the Career Ladder

Two career levels exist for principals*, assistant principals and instructional supervisors*** employed and certified prior to July 1, 1984. For Career Level I, three years previous experience is required while for Career Level II, eight years previous experience is required. For those principals*, assistant principals**, or instructional supervisors*** employed July 1, 1984 or later, the Career Ladder has three (3) certificate levels. The levels are:

- **Provisional**
- **Career Level I**
- **Career Level II**

For all principals, assistant principals, and instructional supervisors CERA also provides for the interchangeability of experience gained after July 1, 1984 as a principal, assistant principal, or instructional supervisor. At the present time, no provision or program exists to evaluate other administrative/supervisory personnel such as assistant superintendents, directors of instruction, elementary/secondary directors, research personnel, or other school or central office administrative/supervisory personnel.

The **Provisional Certificate** is valid for three (3) years and is a non-renewable certificate. In order for a principal, assistant principal, or supervisor to qualify for a Provisional Certificate, he/she must meet the academic preparation requirements stipulated by the State Board of Education for the administrator/supervisor endorsement. The supervisor must also have at least five (5) years of service, to be determined by the State Board of Education. Before a new principal or assistant principal can apply for Career Level I, he/she must have a minimum of one (1) year as a provisional principal, provisional assistant principal, or instructional supervisor. The provisional supervisor must have completed three years of service to be eligible for a Career Level I certificate.

The **Career Level I Certificate** is valid for five (5) years and will be renewable for additional periods of five (5) years. Those applying for a Career Level I certificate must complete the state evaluation process and meet certification requirements. Career Level I principals and assistant principals will work at least an eleven (11) month contract and receive a state salary supplement ($2200) for outstanding performance. A Career Level I administrator will perform the regular duties assigned by the local board of education and other extended contract duties designated by the local board of education and approved by the State Commissioner of Education. Career Level I instructional supervisors may work an eleven (11) month contract at the discretion of the local board of education and will receive a state salary supplement ($2200) for outstanding performance. Career Level I certificates are renewable based upon a satisfactory state evaluation and attendance at the Tennessee Academy for School Leaders every five years. Administrators/Supervisors may reapply for Career Level I if they do not wish to apply for Career Level II.

The **Career Level II Certificate** is valid for five (5) years and will be renewable for additional periods of five (5) years. Those new principals, assistant principals, and instructional supervisors applying for Career Level II must have completed a minimum of five (5) years at Career Level I. Those employed and certified prior to July 1, 1984 must have eight years experience as principal, assistant principal, or supervisor, respectively, and meet the requirements established in the evaluation process. Career Level II principals and assistant principals will be employed on a twelve (12) month contract and receive a state salary supplement ($3600) for outstanding performance. A Career Level II administrator will perform the regular duties assigned by the local board of education and other extended contract duties approved by the Commissioner of Education. Career Level II supervisors may work a twelve (12) month contract at the discretion of the local board of education and will receive a state salary supplement ($3600) for outstanding performance. Career Level II certificates are renewable based upon a satisfactory state evaluation and attendance at the Tennessee Academy for School Leaders every five (5) years.

The chart on page 9 outlines information pertinent to administrators/supervisors entering the Career Ladder Program.

* Includes teaching principals and teaching assistant principals who hold the appropriate administrative endorsement and spend part of each day both as a teacher and a principal/assistant principal. Such principals/assistant principals who have spent more than fifty percent of their time engaged in administrative duties may receive credit for each year so spent as a full year for Career Level certification purposes. Where less than fifty percent of their time has been spent on administrative duties, Career Level experience credit of one-half year for every year so spent will be given.

** Each local board of education shall define the job description of all persons employed as assistant principals employed on or after July 1, 1984. If the responsibilities required by the local board do not address the competencies established by the State Certification Commission, the assistant principal may, at the request of the local board and with the concurrence of the State Board of Education upon recommendation of the State Certification Commission, be exempted from participation in the Career Ladder Program. (CERA, Section 53(a))

*** The Career Ladder Program shall be open to all supervisors who come within the well-defined job description for supervisors devised by the State Board of Education. The legislature's intent is that only those supervisors involved in staff or curriculum development on a full-time (90%) basis be eligible for entry into the Career Ladder. (CERA, Section 56(c))

ADMINISTRATORS/SUPERVISORS EMPLOYED AND CERTIFICATED PRIOR TO JULY 1, 1984

| CAREER LEVEL | YEARS OF EXPERIENCE TO QUALIFY | CERTIFICATE LENGTH/DURATION | WHO EVALUATES? | CONTRACT DURATION | STATE SALARY SUPPLEMENT |
|---|---|---|---|---|---|
| Career Level I | 3 Years* | 5-Year Renewable | State | 11 Month [1] | $4,000 |
| Career Level II | 8 Years** | 5-Year Renewable | State | 12 Month [2] | $7,000 |

* Administrators/supervisors with fewer than three years of experience who were employed and held appropriate certificate prior to July 1, 1984 may apply for Career Level I Certification when they obtain the three years experience and other applicable requirements.

** Administrators/supervisors with fewer than eight years of experience who were employed and held the appropriate certificate prior to July 1, 1984 may apply for Career Level II certification when they obtain the eight years experience and other applicable requirements.

ADMINISTRATORS/SUPERVISORS EMPLOYED AND CERTIFICATED ON OR AFTER JULY 1, 1984

| | | | | | |
|---|---|---|---|---|---|
| Provisional | Principal/AP-3 years Supervisor-5 years employment as determined by the State Board of Education | 3-Year Nonrenewable | State | 10 Month | 0 |
| Career Level I | Minimum 1 Year as Provisional Principal/AP<br>Minimum 3 years as Provisional Supervisor | 5-Year Renewable | State | 11 Month [1] | $4,000 |
| Career Level II | Minimum 5 Years as Career Level I | 5-Year Renewable | State | 12 Month [2] | $7,000 |

[1] A Career Level I supervisor may be employed on eleven (11) month contract.

[2] A Career Level II supervisor may be employed on twelve (12) month contract.

## Fast Track Amendments

During the 1984-85 school year only, employed and certified principals or supervisors, or employed assistant principals were eligible to receive a one thousand dollar salary supplement upon completion of a "fast track" requirement. Principals, supervisors, and assistant principals may receive the supplement for a total period of time not to exceed three years subject to the conditions and requirements stipulated in the 1985 amendments to the Comprehensive Education Reform Act. (CERA, Section 3(d))

These amendments prohibit the payment of fast track supplements to:

- Principals, assistant principals, or supervisors who were evaluated during 1984-85 but who did not make Career Level I or II.
- Principals, assistant principals, or supervisors who have not applied for Career Level I or II certification after attaining the requisite years of experience.
- Principals, assistant principals, or supervisors who were successfully evaluated in 1984-85 for Career Level I or II certification and are now eligible for Career Ladder incentive pay supplements.

Administrator/supervisor Career Ladder applicants who will be eligible to receive fast track supplements during 1985-86 include:

- Principals, assistant principals, or supervisors who hold the appropriate endorsement and for whom the 1985-86 school year is their second or third year in the same type of administrative/supervisory position.
- Principals, assistant principals, or supervisors who hold the appropriate endorsement and for whom the 1985-86 school year is their second year in the same type of administrative position, but 1984-85 was not their first year of experience in the same type of administrative/ supervisory position.

Fast Track supplements end when a Career Ladder candidate changes from one type of administrator/supervisor position to another.* Administrators/Supervisors who transfer to full time teaching positions will continue to receive the fast track supplement subject to the duration of the teacher Career Level I certificate issued to them upon request and the years they serve under that certificate. Teachers who become principals, assistant principals, or supervisors will not continue to receive their fast track supplement in their new position.

* This is currently being studied by the Interim Commission and may be changed during 1985-86.

# COMPETENCIES

## Domains, Indicators, Measurement Items

"Effective schools" research suggests that some administrator/supervisor competencies are more important than others in facilitating improvements in student learning. In creating the instrumentation for the Administrator/Supervisor Evaluation System, these major areas of competence were labeled domains of competence (e.g., I. Instructional Leadership). Under each domain, certain indicators of performance were derived (e.g., I.A. Establishes and implements clear instructional goals and specific achievement objectives for the school). These indicators were further subdivided into more specific measures termed measurement items (e.g., I.A.1. Involves teachers in developing and implementing school instructional goals and objectives).

The five domains of competence chosen to be evaluated in the Administrator/Supervisor Evaluation System are:

- **Instructional Leadership**
- **Organizational Management**
- **Communication and Interpersonal Relations**
- **Professional Growth and Leadership**
- **Basic Communication Skills (screening only)**

On the following pages, domains of competence, indicators and measurement items are identified for both the Administrator (pages 12-15) and Supervisor Evaluation System (pages 16-19).

Each domain of competence, indicator of performance, and measurement item is designed to provide a basis for collecting objective data about an administrator's or supervisor's performance.

## PRINCIPAL/ASSISTANT PRINCIPAL COMPETENCIES

### I. INSTRUCTIONAL LEADERSHIP

A. Establishes and implements clear instructional goals and specific achievement objectives for the school.

1. Involves teachers in developing and implementing school instructional goals and objectives.

2. Insures that school and classroom activities are consistent with school instructional goals and objectives.

3. Evaluates progress toward instructional goals and objectives and makes needed adjustments.

B. Plans, implements, and evaluates instructional programs including learning objectives and instructional strategies for the school.

1. Works with teachers to plan, modify, and implement the instructional program consistent with student needs.

2. Bases instructional program development on sound research and practice.

3. Incorporates the designated state and/or system curriculum in the development of instructional programs.

4. Develops and/or uses appropriate procedures and criteria for evaluating the instructional program.

C. Provides a purposeful school environment conducive to learning.

1. Establishes high expectations for student achievement which are directly communicated to students and teachers.

2. Establishes clear rules and expectations for the use of time allocated to instruction.

3. Supports social and intellectual activities in the school.

4. Establishes, implements, and evaluates with teachers and students (as appropriate) procedures and codes for preventing, handling, and correcting discipline problems.

## II. ORGANIZATIONAL MANAGEMENT

A. Develops and implements administrative procedures consistent with federal law, state school law, state board of education and local school board policy.

1. Establishes, implements, and maintains legal and workable administrative procedures.

2. Applies administrative procedures equitably and consistently.

3. Seeks and/or provides clarification, as appropriate, of federal, state, and local school system policies and rule interpretations when making decisions and/or recommendations.

B. Performs delegated management duties related to school fiscal operations, inventories, school plant facilities and equipment and keeps records within established guidelines.

1. Develops and/or implements a system of reporting, recordkeeping, written communication, and accounting.

2. Arranges the use of shared equipment and facilities to benefit the school program.

3. Establishes and/or implements procedures to improve, modify, and/or make repairs of school plant facilities and equipment.

4. Establishes and/or maintains safety and security arrangements for school plant facilities and equipment.

5. Administers school budget(s) in accordance with system regulations and board policies and legal requirements.

C. Conducts an effective school program of utilization, induction, and evaluation of teachers and staff members.

1. Reviews and determines the utilization of personnel based on their capabilities and contributions and staffing needs as determined by school goals and objectives.

2. Provides appropriate orientation and induction programs for teachers and staff members.

3. Develops and/or implements a fair, consistent, and effective program of teacher evaluation.

4. Establishes individual professional growth plans with teachers based on evaluation results.

## III. COMMUNICATION AND INTERPERSONAL RELATIONS

A. Develops and utilizes communication channels and manages conflict with teachers, staff, other administrators/ supervisors, parents, and the community.

1. Provides for systematic, two-way communication with teachers, staff, parents, and the community.

2. Communicates with students, teachers, staff, parents, and other administrators/supervisors.

3. Manages conflict with teachers, staff, parents, and other administrators/supervisors.

B. Demonstrates respect for and works supportively with teachers, staff, and students.

1. Utilizes effective strategies for involving others in decision making.

2. Demonstrates fair and equitable treatment of all teachers, staff, and students.

3. Considers interests and needs of teachers and staff in establishing work routines and requirements.

## IV. PROFESSIONAL GROWTH AND LEADERSHIP

A. Improves professional skills and knowledge.

1. Develops professional skills consistent with his/her own responsibilities and performance.

2. Participates in non-required professional development programs and activities.

3. Develops and/or uses and evaluates ideas and innovative approaches to improve job performance.

4. Takes formal coursework related to administrative assignment or advancement.

B. Takes a leadership role in improving education.

1. Actively participates in professional organizations.

2. Disseminates ideas and information to other professionals.

3. Provides leadership in identifying and solving issues and problems facing the profession.

C. Performs duties in a professional and responsible manner. (Screening only)*

1. Maintains accurate and up-to-date records.

2. Completes assigned tasks on time.

3. Arrives on time for school, meetings, and other scheduled activities.

4. Manages routine business and recordkeeping efficiently.

5. Uses leave for its intended purpose.

6. Exhibits professional conduct while in contact with teachers, other professionals, and students.

**V. BASIC COMMUNICATION SKILLS (Screening only)***

A. Writes clearly and correctly.

1. Handwrites or prints legibly.

2. Organizes written information.

3. Uses vocabulary and style appropriate to the level of the audience.

4. Uses correct grammar and mechanics.

B. Communicates oral information effectively.

1. Speaks clearly at an appropriate pace and volume.

2. Organizes oral information.

3. Uses vocabulary appropriate to the level of the audience.

4. Uses grammar correctly.

C. Reads professionally relevant literature/materials with comprehension.

**These competencies and indicators are expectations of all administrators/supervisors. They are minimum competencies/ indicators which will be assessed during the evaluation process. If a serious deficiency is found in one or more of these areas, the evaluation process may be terminated at that point. However, the candidate has a right to review in this situation if he/she feels that the termination is unfair.

## SUPERVISOR COMPETENCIES

### I. INSTRUCTIONAL LEADERSHIP

A. Establishes and implements clear instructional goals and specific achievement objectives for the area(s) supervised.

1. Involves teachers and administrators in developing and implementing goals and objectives for the area(s) supervised.

2. Insures that program instructional goals, objectives, and activities are consistent with school system goals and objectives.

3. Evaluates progress toward school system goals and objectives.

B. Plans, implements, and evaluates instructional programs, including learning objectives and instructional strategies for designated areas of responsibility.

1. Works with teachers and principals to plan, modify, and implement instructional programs consistent with student needs.

2. Bases instructional program development on sound research and practice.

3. Works with teachers and principals to incorporate the designated state and/or system curriculum in the development of instructional programs.

4. Develops and/or uses appropriate procedures and criteria for evaluating the instructional programs.

C. Aids the supervised teachers to formulate and implement instructional objectives and learning strategies for students.

1. Helps teachers develop/select instructional objectives and sequence them in accordance with goals.

2. Helps teachers adjust instructional objectives and learning strategies to accommodate student differences.

3. Helps teachers collect, understand, and use student assessment data in the formulation of instructional objectives and teaching strategies.

4. Helps the teacher identify and implement needed changes in his/her instructional practices.

D. Seeks out and provides to supervised teachers, instructional resources and curricular materials within the limits of available resources.

1. Identifies needed resources and pursues their acquisition and effective utilization.

2. Utilizes community resources to extend the learning environment.

3. Helps to secure consultants, specialists, and other human and/or community resources for teachers as needed.

E. Provides for professional development consistent with teacher and/or program evaluation outcomes.

1. Works with teachers to assess their professional competence.

2. Provides professional development programs consistent with identified needs of teachers and students.

3. Provides professional development programs consistent with goals and objectives for the area(s) supervised.

## II. ORGANIZATIONAL MANAGEMENT

A. Interprets and supports the policies established by federal law, state school law, state board of education and the local board in the area(s) supervised.

1. Develops and/or implements workable administrative procedures within the law for the area(s) supervised.

2. Applies administrative procedures equitably and consistently.

3. Assists in improving established policy in the area(s) supervised.

4. Seeks and/or provides clarification, as appropriate, of federal, state, and local policies and rule interpretations, in the area(s) supervised, when making decisions and recommendations.

B. Performs delegated management duties related to fiscal operations; inventories, program materials and supplies, program facilities and equipment, and keeps records within established guidelines for the area(s) supervised.

1. Assists in preparation and/or administration of program budget in accordance with system regulations and board policies and legal requirements.

2. Arranges the use of shared materials and supplies to benefit the instructional program.

3. Establishes and/or implements procedures to improve program facilities and equipment.

4. Develops and/or implements a system of reporting, recordkeeping, written communication, and accounting.

## III. COMMUNICATION AND INTERPERSONAL RELATIONS

A. Develops and/or utilizes communication channels and manages conflict with teachers, staff, parents, and the community.

1. Provides for systematic, two-way communication with principals, teachers, staff, parents, and the community.

2. Communicates with teachers, staff, parents, and other administrators/supervisors.

3. Manages conflict with teachers, staff, parents, and other administrators/supervisors.

B. Demonstrates respect for and works collaboratively with principals, supervised teachers, and staff.

1. Utilizes effective strategies for involving others in decision making.

2. Demonstrates fair and equitable treatment of all teachers, staff, and others.

3. Considers interests and needs of teachers and professional staff in providing services and soliciting their assistance.

## IV. PROFESSIONAL GROWTH AND LEADERSHIP

A. Improves professional skills and knowledge.

1. Develops professional skills consistent with his/her own responsibilities and performance.

2. Participates in non-required professional development programs and activities.

3. Develops, uses, and/or evaluates ideas and innovative approaches to improve job performance.

4. Takes formal course work related to supervisory assignment or advancement.

B. Takes a leadership role in improving education.

1. Actively participates in professional organizations.

2. Disseminates ideas and information to other professionals.

3. Provides leadership in identifying and solving issues and problems facing the profession.

C. Performs duties in a professional and responsible manner. (Screening only)*

1. Maintains accurate and up-to-date records.

2. Completes assigned tasks on time.

3. Arrives on time for work, meetings, and other scheduled activities.

4. Manages routine business and recordkeeping efficiently.

5. Uses leave for its intended purpose.

6. Exhibits professional conduct while in contact with teachers, other professionals, and students.

V. BASIC COMMUNICATION SKILLS (Screening only)*

A. Writes clearly and correctly.

1. Handwrites or prints legibly.

2. Organizes written information.

3. Uses vocabulary and style appropriate to the level of the audience.

4. Uses correct grammar and mechanics.

B. Communicates oral information effectively.

1. Speaks clearly at an appropriate pace and volume.

2. Organizes oral information.

3. Uses vocabulary appropriate to the level of the audience.

4. Uses grammar correctly.

C. Reads professionally relevant literature/materials with comprehension.

*These competencies and indicators are expectations of all administrators/supervisors. They are minimum competencies/indicators which will be assessed during the evaluation process. If a serious deficiency is found in one or more of these areas, the evaluation process may be terminated at that point. However, the candidate has a right to review in this situation if he/she feels that the termination is unfair.

# The Evaluation Process

The evaluation process in 1985-86 for administrators and supervisors who have applied for Career Level I or II will be as follows:

**Orientation Phase**

**Step 1 -** Administrators/supervisors who have made application for Career Level I or II and who will be evaluated in 1985-86 will be notified. At this time information needed to proceed with the evaluation will be collected.

**Step 2 -** Candidates will be alerted to the schedule for taking the Administrator/Supervisor Professional Skills Test. Those candidates who have not previously taken the Reading Test and Writing Test (for screening purposes only) will be given information about the scheduling of these tests, also.

**Step 3 -** A three-person team of evaluators will be assigned to each Career Level I or II candidate for 1985-86.

**Step 4 -** A list of evaluation team members, including their regional location and position, will be given to the candidate before the beginning of the evaluation process.

**Step 5 -** Candidates wishing to "waive" one evaluator must inform the Interim Certification Commission in writing within 5 days of notification. Forward the request to:

Dr. Mary Martin
Career Ladder Administrator/Supervisor
Evaluation System
111 Cordell Hull Building
Nashville, Tennessee 37219

Another evaluator will be assigned.

**Step 6 -** An orientation session will be available to all Career Level I and II candidates including those not electing evaluation in 1985-86. During October, sessions will be scheduled in each school system or groups of systems (where the number of candidates is small) to present the Administrator/Supervisor Orientation Manual and to discuss the evaluation procedures. Each session will explain the data to be collected, the instruments to be used, the time involved, and the cycles to be followed. An opportunity for questions and answers will be provided. The remaining time will be available for individual conferences.

**Evaluation Phase**

During the evaluation phase questionnaires will be sent to nominated peers, superordinates, and supervisor-nominated professional staff. Also each one of the three evaluators will visit the candidate once during the 1985-86 school year. These visits are labeled cycles A, B, and C and will occur in this sequence:

**Step 1 - CYCLE A** - The first evaluator will:

1. Hold a briefing session with the candidate
2. Conduct the candidate interview
3. Conduct a scheduled 3 hour observation of the candidate (The interview may be held after the observation).
4. Provide a verbal summary of the observation to the candidate
5. Record demographic and context information provided verbally by the candidate

**Step 2 - CYCLE B** - The second evaluator will:

1. Hold a briefing session with the candidate
2. Administer student questionnaires (principals/assistant principals only)
3. Distribute and collect professional staff questionnaires to/from school faculty (if possible, in a faculty meeting)
4. Conduct an unscheduled 3 hour observation of the candidate*
5. Provide a verbal summary of the observation to the candidate.

**Step 3 - CYCLE C** - The third evaluator will:

1. Hold a briefing session with the candidate
2. Conduct an unscheduled 3 hour observation of the candidate
3. Read and score the portfolio
4. Provide a verbal summary of the observation to the candidate
5. Distribute an evaluation form to candidate

**Post Evaluation Phase**

**Step 1** - Evaluation teams will meet to make a consensus recommendation for each candidate. Such recommendations will account for 10 percent of the final score awarded to the candidate.

**Step 2** - Debriefing sessions will be held with evaluators to suggest improvements to the evaluation system.

**Step 3** - Profiles showing the scores achieved by the candidate in each domain of competence and a total score will be developed.

**Step 4** - Scores will be made available to each candidate by direct mail and/or a summary conference will be held with an evaluator to interpret the evaluation results.

*This observation may be two one-and-one half hour observations on the same day to facilitate the administration of student and professional staff questionnaires (principals/assistant principals only).

# DATA SOURCES

The use of multiple data sources is a key concept of the Administrator/Supervisor Evaluation System. Each competency, performance indicator, and measurement item relies on more than one source of information to insure that the evaluation process is objective and fair. In addition, only carefully selected and trained evaluators are used to gather the information for the evaluation process.

The data sources for <u>principals</u> and <u>assistant principals</u> are as follows:

- 0 observation
- 0 candidate interview
- 0 questionnaires
  - student (K-3*, elementary, secondary)
  - professional staff
  - peer
  - superordinate
- 0 portfolio
- 0 Career Ladder tests for administrators/supervisors
  - Professional Skills Test
  - Reading and Writing Tests (screening)

The data sources for <u>supervisors</u> are as follows:

- 0 observation
- 0 candidate interview
- 0 questionnaires
  - professional staff
  - peer
  - superordinate
- 0 portfolio
- 0 Career Ladder tests for administrators/supervisors
  - Professional Skills Test
  - Reading and Writing Tests (screening)

It should be noted that candidates failing to submit information from a data source will be required to complete full reevaluation as a prerequisite to consideration for Career Ladder status. The candidate will be subject in the reevaluation to whatever criteria and standards have been established for the year in which the evaluation takes place. In the event that information from a data source is missing or rendered inadequate for use through no fault of the candidate, staff shall recommend to the Interim Commission appropriate action.

The data sources used were established as valid and reliable through the extensive field test conducted in October and November, 1984. They are discussed in detail on the following pages.

*See page 39 for a description of the statistical procedure used to generate missing data for K-3 principals.

PRINCIPAL/ASST PRINCIPAL

| Table I. DATA SOURCES FOR ADMINISTRATOR EVALUATION SYSTEM | Observation | Interview | Portfolio | Student Questionnaire (E) | Student Questionnaire (S) | Professional Staff Questionnaire | Superordinate Questionnaire | Peer Questionnaire | Professional Skills Test |
|---|---|---|---|---|---|---|---|---|---|
| I A 1* | | | X | | | X | | X | |
| 2 | | X | | | | X | X | | |
| 3 | | X | | | | | X | X | |
| I B 1 | X | | X | | | X | | X | |
| 2 | | X | | | | X | X | | |
| 3 | | | | | | | X | X | |
| 4 | X | X | | | | X | X | X | X |
| I C 1 | X | X | | X | X | X | X | | |
| 2 | X | | X | | | X | | X | |
| 3 | X | | X | X | X | X | | X | |
| 4 | X | X | | X | X | X | X | X | |
| II A 1 | X | | | | | X | | X | |
| 2 | | | | | | X | X | X | |
| 3 | | X | | | | | X | X | |
| II B 1 | X | | | | | | X | X | |
| 2 | X | | X | | | X | | | |
| 3 | X | | X | | | X | | | |
| 4 | X | | | X | X | X | | X | X |
| 5 | | | X | | | | X | X | |
| II C 1 | | X | | | | | X | X | |
| 2 | | | X | | | X | | X | |
| 3 | | X | | | | X | X | | |
| 4 | | | X | | | X | | | |
| III A 1 | X | | X | | | X | | X | |
| 2 | X | X | | X | X | X | X | X | |
| 3 | X | X | | | | X | X | X | |
| III B 1 | | | X | | | X | | | |
| 2 | | | | X | X | X | X | X | |
| 3 | | | X | | | X | | | |
| IV A 1 | | | X | | | | | X | |
| 2 | | | | | | | X | X | |
| 3 | | X | | | | X | X | X | |
| 4 | | | | | | | X | | |
| IV B 1 | | | | | | X | X | X | |
| 2 | | | | | | X | X | X | |
| 3 | | | X | | | | | X | |
| IV C 1 | | | X | | | | X | | |
| 2 | | | X | | | | X | | |
| 3 | | | | | | X | X | | |
| 4 | | | X | | | | X | | |
| 5 | | | | | | | X | | |
| 6 | | | | | | X | | X | |
| V A 1 | | | X | | | X | | X | |
| 2 | | | X | | | X | | | |
| 3 | | | X | | | | | | |
| 4 | | | X | | | X | | X | |
| V B 1 | | | | | | X | | X | |
| 2 | | | | | | X | | X | |
| 3 | | | | X | X | X | | X | |
| 4 | | | | | | X | | X | |
| V C | | | | | | | | X | |

*Refers to measurement item(s) listed on the principal/assistant principal competencies statements, pages 12-15.

SUPERVISOR

| Table II. DATA SOURCES FOR SUPERVISOR EVALUATION SYSTEM | Observation | Interview | Portfolio | Prof. Staff Questionnaire | Superordinate Questionnaire | Peer Questionnaire | Professional Skills Test |
|---|---|---|---|---|---|---|---|
| I A 1* | | | x | x | | x | |
| 2 | | x | | x | x | | |
| 3 | | x | | x | x | | |
| I B 1 | x | | x | x | | | |
| 2 | | x | | x | x | | |
| 3 | | | x | x | x | | |
| 4 | x | x | | x | x | x | |
| I C 1 | x | | | x | | | |
| 2 | x | | x | | | | |
| 3 | x | | x | x | | | x |
| 4 | x | x | | x | x | | |
| I D 1 | x | x | | x | x | | |
| 2 | | x | x | x | x | x | |
| 3 | x | | x | x | | | |
| I E 1 | | | x | x | | | |
| 2 | | x | x | x | x | x | |
| 3 | | x | x | | x | | |
| II A 1 | x | | | x | x | x | |
| 2 | | | | x | x | x | |
| 3 | | | | x | x | | |
| 4 | x | | | x | x | | |
| II B 1 | | | | x | x | | x |
| 2 | | | | x | x | | |
| 3 | | | | x | x | | |
| 4 | | | x | | x | | |
| III A 1 | x | | x | x | | | |
| 2 | x | | | x | x | x | |
| 3 | x | x | | x | x | x | |
| III B 1 | | | x | x | | | |
| 2 | | | | x | x | x | |
| 3 | | | x | x | | | |
| IV A 1 | | x | x | x | x | x | |
| 2 | | | | x | x | x | |
| 3 | | x | | x | x | x | |
| 4 | | | | | x | | |
| IV B 1 | x | | | x | x | x | |
| 2 | x | | | x | x | x | |
| 3 | | | x | x | | x | |
| IV C 1 | | | x | x | x | | |
| 2 | | | x | x | x | | |
| 3 | | | | x | x | | |
| 4 | | | x | x | x | | |
| 5 | | | | | x | | |
| 6 | | | | x | | x | |
| V A 1 | | | x | x | | x | |
| 2 | | | x | x | | x | |
| 3 | | | x | | | | |
| 4 | | | x | x | | x | |
| V B 1 | | | | x | | x | |
| 2 | | | | x | | x | |
| 3 | | | | x | | x | |
| 4 | | | | x | | x | |
| V C | | | | x | | x | |

*Refers to measurement item(s) listed on the supervisor competencies statement, pages 16-19.

# The Observation

The observation is a structured process for observing administrator/supervisor behavior. It provides an opportunity to observe firsthand how the administrator/supervisor performs his/her job, how he/she works with professional staff and students, as appropriate and on what activities he/she spends time. It is not a time for the candidate to explain his/her performance but to demonstrate it.

The observation will be 3 hours in length and once it begins the observation model dictates that there will be little verbal interaction between the observer and the candidate. The objective is to disturb the normal activities of the candidate and his/her environment as little as possible. The observer, however, may occasionally ask clarifying questions. The observation is concerned with measuring:

- Instructional Leadership
- Organizational Management
- Communication and Interpersonal Relations
- Professional Growth and Leadership

The observation is an opportunity for the candidate to demonstrate his/her professional skills and activities to the evaluator. Each of the three evaluators will conduct an observation with each Career Level I and II administrator/supervisor candidate assigned to them. The first observation will be scheduled with the candidate while the second and third observations will be unannounced. During Cycles B and C, candidates are to be available at their designated work station at the beginning of the work day or leave information where they will be working so evaluators can conduct the observation. Days when candidates will be out of the district and unavailable for observation should be communicated to the evaluator responsible for conducting the observation at least one week in advance of the absence.

Before an observation is conducted, the evaluator will meet with the candidate for a brief orientation. Following each observation a brief verbal summary of the observation will be provided to the candidate.

**Principal/Assistant Principal**

The evaluator will spend most of the three hour period observing the candidate. A small percentage of the observation time may be spent by the evaluator observing throughout the building and the classrooms. The candidate does not need, however, to take the evaluator on a tour of the building. The observation during "B" cycle may be divided into two one-and-a-half hour segments to allow the evaluator to administer the student questionnaires. Faculty and students should be informed of the purpose of the observation and the role of the observer so that their behaviors and activities may be as routine as possible.

**Supervisors**

As with the principal, evaluators will spend the three hours observing the supervisor. Those with whom the candidate works should be informed of the purpose of the observation and the role of the evaluator so that their behaviors and activities may be as routine as possible. A limited amount of time, generally not more than thirty minutes, will be allowed for travel to insure that three hours are available for observing the supervisor in work settings.

The observation guide items which will be used to measure principal, assistant principal, and supervisor performance are given in Appendix III and IV, pages 75-82 and pages 137-142, respectively.

## Related Activities

**The Briefing Sessions**

The briefing sessions will provide each candidate an overview of the Administrator/Supervisor Evaluation System as it will be implemented in Cycles A, B, and C. They will also provide the candidate an opportunity to seek clarification regarding the collection of data from the various data sources. The procedure for collecting demographic and contextual information at the end of visit A and for giving the candidate observation feedback after each visit also will be explained. In Cycle B, principal/assistant principal evaluators will review the procedures for collecting student and professional staff data and in Cycle C, the evaluator will discuss the portfolio briefly with the candidate before it is scored.

**Feedback**

Feedback will be given to each candidate at the end of each visit in Cycles A, B, and C. The information shared will be based on data collected during the observation period of that cycle and will therefore be limited in nature. It will provide the candidate with a "mirror-like" reflection of what was observed. The feedback provided is not intended to be of a judgemental nature or a qualitative assessment of the candidate's performance. Such a generalization would be premature and should wait for the completion of all three evaluation cycles and the collection of data from all data sources. It will, however, help the candidate "see" what the evaluator saw on that visit.

## Collecting Demographic/Contextual Information

Following Cycle A interview and observation, the evaluator will collect demographic and contextual information from the candidate. This information will be of a verbal nature and may include any information the candidate considers important for the evaluators to know about his/her situation and which the candidate believes will help the evaluators better understand the candidate's performance. This information will be recorded by the evaluator in note form, placed in the candidates's file and made available to all 3 evaluators during the consensus decision process at the end of Cycle C. Each candidate will determine the nature of the information provided. The time used for collecting demographic/contextual information will not exceed 30 minutes.

Information provided by the candidate will typically address those factors which the candidate believes most impact his/her performance such as availability of resources, school-community relations, professional staff characteristics, and administrative/supervisory support available. Other factors which inhibit or enhance his/her efforts to provide a positive learning experience for students may also be discussed. The choice of factors to be discussed is the candidate's. The evaluator's responsibility is to listen, seek clarification as necessary, and gain an appreciation of the candidate's situation.

## Candidate Interview

The candidate interview is a data source that allows all candidates to share specific information regarding the procedures and practices they utilize in the process of carrying out their job. The twelve question sets for principals and assistant principals address four domains of competence. The twelve question sets for supervisors address three domains of competence.

In the interview the candidate is expected to tell what he/she has done and the kinds of activities in which he/she has participated while implementing job responsibilities. Emphasis is placed on activities in which the candidate has participated or which he/she has facilitated.

Each candidate will have, upon receiving a copy of this Orientation Manual, a complete list of the questions, "listen for's", and scale points which will be used by the evaluator in assessing the candidate's performance. These are intended to help the candidate be aware of the areas being evaluated. Candidates should be aware however, that providing general responses such as, "I always monitor...", does not provide the evaluator with the specific information needed to assess the quality of monitoring taking place. Candidates also should be aware of the cumulative nature of the scales and that outstanding performance (scale point 5) requires satisfactory performance at each of the lower scale levels. The interview guide and scales for the principal/ assistant principal and supervisor are on pages 83-107 and 143-167, respectively.

The interview is intended to provide the candidate with an opportunity to explain his/her performance in the specific areas being measured and therefore the use of notes and/or manuscripts will be limited. Information presented by the candidate in one question set may be "carried forward" by the evaluator in scoring subsequent question sets. Information presented in a later question set may not be used however as a basis for rescoring previous question sets. It is anticipated that most interviews will require from one to two hours.

# Questionnaires

## Introduction

There are four questionnaires which will be used to gather information on each Career Level I or II administrator candidate. Questionnaires will be used with students (elementary or secondary), professional staff, peers, and superordinates.

There are three questionnaires which will be used to gather information on each Career Level I or II supervisor candidate. Questionnaires will be used with professional staff, peers, and superordinates.

## Student Questionnaire

Elementary questionnaires will be administered to students in grades 4-6 and secondary questionnaires to students in grades 7-12 during Cycle B. Only one questionnaire (elementary or secondary) will be used in a school. Selection of the questionnaire to be used will be based on majority enrollment by grade level.

The total number of students administered a questionnaire should be approximately 100. Principal/assistant principal candidates will identify eight (8) classes, broadly representative of the student population for the grade levels selected, of approximately 25 students each. The evaluator will randomly select four (4) classes from the eight (8) identified in which to administer the student questionnaire.

Student questionnaires are not available as a data source for grades K-3. In the absence, therefore, of scores which would have been generated by items on a student questionnaire for principals and assistant principals in K-3 schools, average scores derived from items measuring similar indicators in other data sources will be used. Student questionnaires are not used as a data source for evaluating supervisors.

The items covered by student questionnaires are listed in Table I, page 23. The elementary and secondary student questionnaires are included in Appendix III, pages 109-110.

## Professional Staff Questionnaire

During the "B" cycle, the evaluator will distribute the professional staff questionnaire for principals/assistant principals to faculty members in the building of the principal/assistant principal preferably at a faculty meeting (or by some other pre-arranged method). The competencies covered in this questionnaire are shown in Table I, page 23. The Principal/Assistant Principal Professional Staff Questionnaire is included in Appendix III, pages 111-112.

The professional staff questionnaire for supervisors will be mailed to the twenty people listed by the supervisor on the professional staff nomination form sent with the initial letter to the candidate. These twenty people should be those with whom the supervisor has worked directly in his/her supervisory role. The list should not include principals, assistant principals, superordinates or other instructional supervisors. The competencies covered in this questionnaire are shown in Table II, page 24. The Supervisor Professional Staff Questionnaire is included in Appendix IV, pages 169-172.

**Peer Questionnaire**

A peer nomination form will be sent to each candidate with the initial letter announcing his/her selection to be evaluated in 1985-86. The form will request the name of six peers. These persons should be colleagues who know how the candidate performs his/her duties and responsibilities. The first name on the list should be the colleague who is most knowledgeable about the candidate's work. This person and two of the remaining five peers (selected randomly) will be mailed a questionnaire. Candidates will not be told which colleagues were chosen. Scores from the three questionnaires will be averaged and included in the candidate's total score.

The competencies and indicators covered in the peer questionnaire for principals and assistant principals are shown in Table I, page 23. The Principal/Assistant Principal Peer Questionnaire is included in Appendix III, pages 113-115.

The competencies and indicators covered in the peer questionnaire for supervisors are shown in Table II, page 24. The Supervisor Peer Questionnaire is included in Appendix IV, pages 173-174.

**Superordinate Questionnaire**

A questionnaire will be mailed to the person directly responsible for supervising the candidate's work. The competencies covered for principals/assistant principals in the superordinate questionnaire are also shown in Table I, page 23, and the competencies covered for supervisors in the superordinate questionnaire are shown in Table II, page 24. The principal/assistant principal and supervisor questionnaires for the superordinate are included in Appendix III and Appendix IV, pages 116-118 and 175-177, respectively.

## Portfolio Preparation

The portfolio is a collection of **not more than 200 pages** however numbered, of written materials (documents) provided by the candidate which support specific measurement items. The materials must have been generated during the performance of the candidate's job. Testimony or statements by the candidate telling what he/she has done or intends to do will not constitute acceptable documentation.

**Directions**: In preparing the portfolio, candidates should read the measurement items and their definitions carefully. From their files, they should choose those documents from the years 1981-1986 they feel best illustrate their job performance for each item. Documentation should be included for each facet of the definition. The documents must clearly support each portion of the measurement item and its definition. In documenting a measurement item, an excerpt or a portion of a page may suffice, but candidates **must highlight or indicate the portion which shows their involvement**. (See Appendix III, pages 119-133, and Appendix IV, pages 179-195, for measurement items and definitions.) Documentation must have been generated within the five years 1981-1986.

The objective is to show competency, not to compile a large amount of materials. Candidates have the option of providing a brief statement or paragraph which explains how the documentation relates to the measurement item it supports. This explanation may accompany, but will not substitute for documentation. Explanatory statements alone constitute only testimony. Documentation must clearly indicate the candidate's participation in the activity or process. For example, blank forms do not qualify as documentation. No assumptions about the candidate's participation, beyond the documentation, will be made by the evaluator. (Lengthy explanatory statements will count toward the 200 pages.)

Please review key terms contained in the definitions and scales (e.g., involve, monitor, regular, systematic) prior to assembling the portfolio. This will insure that selected materials address the measurement items.

Materials which document the candidate's performance are many and varied and may include but not be limited to items such as:

- minutes of a faculty meeting
- applicable portions of a student handbook
- faculty committee reports
- newspaper articles about a school activity
- professional conference programs
- certificates of achievement from civic groups, professional organizations, or parent organizations
- school announcements and bulletins
- assembly programs
- letters of appreciation or acknowledgement for services performed
- grade slips for college courses taken
- staff workshop programs

- faculty handbook excerpts
- grant proposals (which you have written)
- copies of letters sent to parents
- completed forms which show candidate involvement

In each case review the document, determine if an explanatory note is required, highlight the applicable portions and number each page, except blank pages, sequentially in the upper right hand corner both back and front beginning with those for the first measurement item through the last. Be certain that each document is dated to show when the event or activity occurred. All documentation for a measurement item should be placed in a file folder or notebook divider. The documentation should be arranged sequentially by measurement items. The measurement item number should also be in the upper right hand corner. Pages should not be laminated nor placed in plastic sheets.

Prior to the evaluation of the portfolio, candidates will be asked to sign the following statement: "I have assembled this portfolio as a representative sample of my work for the items being measured by the portfolio. (Total pages _____)"

The evaluator will need a quiet, private place in the building in which to score the portfolio. The evaluator will initial each page contained in the portfolio. He/She will return the portfolio to the candidate when it has been scored.

The following questions and answers provide additional information which candidates may use in helping them prepare the portfolio:

1. Q. How much material should I put in my portfolio for each measurement item?

   A. Submit only as much documentation as is needed to establish your level of performance related to that measurement item. Limit your materials to those which show your involvement.

2. Q. What is the difference between evidence and testimony?

   A. Evidence is documentation verifying your performance on a given measurement item. Testimony consists of candidate statements telling what he/she has done or intends to do and does not constitute acceptable documentation for the portfolio.

3. Q. How can I document my involvement in an activity if I did not keep copies of materials showing my participation?

   A. The only evidence accepted in the portfolio is documentation. However, if you have documentation but it does not show your involvement, it is possible to have a **superordinate** verify your participation or involvement by attaching such a statement to the document for inclusion in the portfolio.

4. Q. How do I know what measurement items are covered in the portfolio?

   A. Refer to pages 119-133 in the Orientation Manual for principals and assistant principals or pages 179-195 for supervisors. Items measured in the portfolio are cross-referenced with data sources on page 23 for principals and assistant principals or page 24 for supervisors. You are not expected, however, to submit materials in support of screening items (i.e., IV.C. 1-2, 4 and V.A. 1-4) for principals, assistant principals, or supervisors. These screening items will be measured during the review of other portfolio materials.

5. Q. Can a teacher, parent, or other person provide the needed documentation for a portfolio?

   A. Materials (e.g., letters, commendations, working papers) which were provided to the candidate by other persons during the normal course of scheduled activities may provide information which could be used by the candidate as documentation for his/her portfolio.

6. Q. How will evaluators review a portfolio and remain objective considering the differences in materials to be submitted by candidates?

   A. Evaluators were trained using portfolios developed by administrators and supervisors against standards established for these portfolios by a panel of judges. Each evaluator was required to demonstrate inter-rater reliability on the practice portfolios before being allowed to participate in the evaluation of Career Ladder candidate portfolios.

7. Q. What procedures will evaluators follow in reviewing a portfolio?

   A. The evaluator will briefly review the portfolio with the candidate prior to beginning the evaluation process. The evaluator will pay attention to items submitted by the candidate for each measurement item. Evaluators have been instructed to review highlighted portions and to take into account the brief written explanation by the candidate to help the evaluator understand the nature of the documentation submitted. The evaluation of the portfolio will take place in private at the candidate's place of work and the portfolio will remain with the candidate following the evaluation.

8. Q. Do I number every page of every document I put into my portfolio?

   A. Yes. Every page is to be numbered in the upper right hand corner, both front and back prior to review by the evaluator, except blank pages are not to be numbered and will not be counted toward the maximum number of 200 pages allowed. (Pages numbered 10a, 10b, etc., will count toward the total 200 pages.) Include only those pages of a document which clearly support your performance related to a given measurement item. By doing this, you insure that the evaluator reads only the relevant information related to your performance, not extraneous materials.

9. Q. What happens if my portfolio is not ready when the Cycle C evaluator comes to evaluate it?

   A. Since the portfolio is a required data source and the Interim Certification Commission has so recognized this, candidates who do not have their portfolio ready at the time of the third cycle visit will be dropped from further evaluation for the 1985-86 school year. They may be considered again in 1986-87 but will need to repeat the entire evaluation process.

10. Q. What happens if my portfolio "flunks" the evaluation?

    A. Portfolios as well as other data sources do not "flunk" or "pass" the evaluation. Rather, the portfolio contributes data to the measurement of particular indicators and competencies (see page 44 or 46 of the Orientation Manual for the weight assigned to portfolio items.) An outstanding portfolio will obviously gain for the candidate more credit toward meeting higher Career Ladder standards than will an inadequate portfolio. However, in neither case does a portfolio "flunk" or "pass".

11. Q. Why can I not use testimony as a part of the evidence submitted in my portfolio as opposed to only documentation?

    A. Each data source is intended to be different. The portfolio requires documentation; the interview accepts testimony from candidates. The observation gathers visible evidence of performance, and the questionnaires provide others who are knowledgeable about the candidate's performance an opportunity to share insight through specified questions similar for all like candidates. This approach, too, insures greater objectivity in the evaluation process.

12. Q. Why should I write the measurement item number in the upper right hand corner of each page to which the documentation applies?

    A. This insures that you get credit for materials submitted in support of each measurement item. It also helps to organize documents under the appropriate measurement item(s).

13. Q. Why is the evaluator required to initial each page of the portfolio?

    A. This indicates that the page was reviewed by the evaluator as a part of the portfolio evaluation process.

14. Q. How should I organize my portfolio materials?

    A. Order your materials by measurement item in separate file folders or in sections in a loose leaf notebook. The procedure used should provide for a grouping of the materials that relate to a specific measurement item.

15. Q. May I use blank "forms" to document my performance or involvement in activities?

    A. Completed forms may be used to show involvement in an activity but blank forms will not. However, if forms have been developed as part of an activity they may be included in the portfolio, but it will be necessary to document your involvement in developing the forms.

16. Q. If I want a more specific portfolio question answered, who should I contact?

    A. One of the administrator/supervisor evaluators or:

Dr. Fran Trusty, Executive Director
Administrator/Supervisor Evaluation Program
Career Ladder Program
111 Cordell Hull Building
Nashville, TN 37219
(615) 741-7816

# Career Ladder Test

The Tennessee Career Ladder Test for Administrators/Supervisors was developed as part of the evaluation system for Career Levels I and II. The test consists of three sections: Reading Skills, Writing Skills, and Professional Skills.

The Reading Skills Test consists of 52 reading items taken from professional journals and materials related to education. All items are multiple choice and require you to determine main idea, detail, fact and opinion, or inference in each selection. The passing score is 36 out of 52 items (70%).

The Writing Skills Test is an assignment intended to elicit a writing sample. The assignment requires a written response to a hypothetical situation which might be a part of your professional responsibilities. A letter to parents and a letter of recommendation for a student are two examples. This test is scored pass/fail.

The Principal/Assistant Principal Professional Skills Test is a 50 item test consisting of 30 questions on Instructional Leadership divided into four subskill areas. The Organizational Management Skills portion of the test consists of 20 questions divided into two subskill areas. The paragraphs or selections that you will read and then be asked questions about are fictional vignettes describing administrative and/or supervisory activities related to public elementary and secondary schools. Answers are multiple choice with four or two options.

The Supervisor Professional Skills Test is similar in every respect except that there are 35 Instructional Leadership questions and 15 Organizational Management questions.

If you have previously passed the Reading and Writing Tests of the Tennessee Career Ladder Test and submitted the results to the State Department, you need not retake them. An administrator or supervisor who has made the minimum qualifying score on the communication portion of the NTE Core Battery may substitute that score for the reading and writing portion of the Tennessee Career Ladder Test. National Teachers Exam scores must be sent by the Educational Testing Service or by the candidate, provided the score report is unopened, to: Tennessee State Department of Education, Career Ladder Certification, Room 104, Cordell Hull Building, Nashville, Tennessee, 37219.

Scores on all three tests must be on file with the State Testing and Evaluation Center prior to the end of the evaluation process (Cycle C) during the year in which the candidate is evaluated. All candidates must pass the reading and writing tests, as a screening requirement. Failure to pass either of these tests eliminates a candidate from the evaluation process for Career Level I or II (for at least that year and until screening is passed).

Candidates may retake the Career Ladder Test whenever it is offered. Fall and spring test dates are available each year. Information about the test administration may be obtained from the State Testing and Evaluation Center (615-974-5385). Test dates for the 1985-86 school year are October 19 and April 12. Administrators/Supervisors receive a study guide when they register for the test. Registration information may be obtained from the State Testing and Evaluation Center, 25 HPER Building, 1914 Andy Holt Avenue, Knoxville, Tennessee, 37996-1530.

# Standards for Certification

## Scoring and Equating

**Introduction**

The Administrator/Supervisor Career Ladder Evaluation System uses a number of sources of information to derive scores. These sources include:

- o observations
- o questionnaires
- o candidate interview
- o portfolio
- o test results
- o evaluators' consensus judgement

These data sources contribute to 78 different scores for the principal/assistant principal and to 64 different scores for the supervisor. Pages 45 and 47 reveal the number of scores for each instrument by competency.

Total scores for the candidate are reported on a scale of 200 (low) to 800 (high). The individual scores are expressed as standard scores and then weighted. Pages 44 and 46 give the weights for each domain of competency by performance indicator and by instrument. The remaining 10% is based on consensus scores assigned by the evaluation team.

To qualify for Career Level I, an administrator/supervisor must score at or above the minimum qualifying score (450) in each of the four domains of competence and at or above the Career Level I cutoff score (600).

To qualify for Career Level II, an administrator/supervisor must score at or above the minimum qualifying score (450) in each of the four domains of competence and at or above the Career Ladder II cutoff score (700).

To help each candidate understand the scoring system and how fairness and equity will be maintained across different evaluation years, additional information is provided below.

**Calculating the Candidate's Score**

To calculate a candidate's score, the data gathered on the Career Ladder instruments are combined. In order to do this it is necessary to:

1. Put the scores on the same scale
2. Multiply the scores by their assigned weights
3. Add the scores
4. Put the scores on the 200-800 scale
5. Determine the candidate's Career Level status

The following information explains the process.

**Step 1: Put the scores on the same scale**

Scores must be put on the same scale so that they can be added. If one score is on a scale from 1 to 5, and another on a scale from 1 to 100 it is not appropriate to add them.

The scores in the Administrator/Supervisor Evaluation System come from different sources using different scales. Here is a brief description of how each of the sources/instruments is scored.

Observation

The observation is scored using a two point scale. The items are marked if observed. Item scores are then calculated to give the candidate credit for all items observed and for repeated observations of the item in subsequent observation cycles.

Interview

The interview is scored using a 5 point scale. The items are marked from a 1 (low) to a 5 (high).

Portfolio

The portfolio is scored using a 4 point scale. The items are marked less than satisfactory (1), acceptable (2), commendable (3), and outstanding (4).

Questionnaires

Secondary student (grades 7-12), professional staff, and peer questionnaires are scored using a 5 point scale, plus a "Do Not Know" response.* The scale points are identified as Rarely, Sometimes, About Half-the-Time, Usually, and Almost Always. Scores are calculated as the average of items measuring the same indicator.

Elementary student questionnaires (grades 4-6) are scored using a 3 point scale, plus a "Do Not Know" response*. These points are identified as Almost Never, Sometimes, and Usually. Scores are calculated as the average of items measuring the same indicator.

No student questionnaire is available for schools limited to a K-3 population. To replace this absent data source, a score equal to the average of all items similar to those on the elementary student questionnaire from other data sources will be entered in the computer for principals/assistant principals in K-3 schools.

Superordinate questionnaires are scored using a 5 point scale plus a "Do Not Know" response.* These points are identified as Unsatisfactory, Below Average, Average, Outstanding, and Distinguished. Scores are calculated as the average of items measuring the same indicator.

Tennessee Career Ladder Test

The Tennessee Career Ladder Test has three parts. The Writing Test is scored pass/fail. The Reading Test has 100 questions and 70 or more correct is passing. The Professional Skills Test has 30 questions for principals/assistant principals and 35 for supervisors on the Instructional Leadership Domain. There are 20 questions for principals/assistant principals and 15 for supervisors on the Organizational Management Domain. The scores are calculated as the number of items correct (0-30, 0-35) for administrators and supervisors, respectively, in the Instructional Leadership Domain, and (0-20, 0-15) for administrators and supervisors, respectively, in the Organizational Management Domain.

Evaluators' Consensus Judgement

Once the evaluation teams have completed all the administrator/supervisor evaluations for the year, they return to a central location to meet in teams. At this time the three evaluators who have served on the candidate's evaluation team discuss their assessment of the candidate's performance. They assign a consensus decision score for the domains of Instructional Leadership, Organizational Management, Communication and Interpersonal Relations, and Professional Growth and Leadership. The scores that are assigned by the evaluation team count for 10 percent of the total evaluation score.

Calculating Standard Scores

In order to get domain and total scores for the administrator/supervisor, all of these scores are put on the same scale This is done by converting each one to a standard score. Standard scores are determined by dividing the difference between the candidate's score and the average (mean) for that score by the standard deviation for that score. This puts all of the scores on a uniform scale with a mean of zero and a standard deviation of one. This procedure is discussed under standard scores (z-scores) in statistics textbooks. It puts scores on the same scale so that they can be added properly.

*A "Do Not Know" response neither helps nor hinders the candidate. The weight is removed from the item and it is scored using the average of the remaining items measuring the same indicator.

(Note: It is not possible to provide the means and standard deviations ahead of time, since they are calculated from the scores themselves. Means and standard deviations for all of the scores will be made available to candidates after the scores have been calculated.)

**Step 2: Multiply the scores by their assigned weights**

Each score is multiplied by the weight assigned to it in the evaluation system. This weight also reflects the importance of the item being evaluated. The charts which display this weighting are on pages 44 and 46.

**Step 3: Add the scores**

The scores are added in two stages. First, they are added to get domain scores for comparison with the minimum required score for that domain. Second, the domain scores are summed to get the candidate's total score for comparison with Level I and II qualifying scores.

**Step 4: Put the scores on the 200 to 800 scale**

Scores on the standard score scale go from about -3 to about +3. To avoid the confusion of positive and negative signs and for simplicity and convenience in reporting the scores they are put on a 200 to 800 scale. Most large testing programs use reporting scales like this to make test results easier to understand.

To understand how scores are put on the 200 to 800 scale, you need to realize that all of the scores are initially on the standard score scale (-3.0 to +3.0) - - not just each candidate's score but also all qualifying scores. Since all of the scores are now on the standard score scale and they need to be on the 200-800 scale, all that is needed is to match up the scale points which are already set, and then space out the other scale points in between:

| **Standard Scores Scale** | **200-800 Scale Equivalent** |
|---|---|
| highest (about 3.0) | 800 |
| Level II qualifying | 700 |
| Level I qualifying | 600 |
| lowest (about -3.0) | 200 |

The other standard scores are assigned in equivalent intervals between 200 and 600, 600 and 700, and 700 and 800. Minimum scores, which are also set initially on the standard score scale, are handled in the same way, but separately for each domain. In that scale, the points which are already set are the lowest (200), highest (800), and minimum qualifying (450) - - the others are spaced out in between for each domain separately.

**Step 5: Determine the candidate's Career Level status**

Once both the minimum and qualifying scores and the candidate's scores are on the same 200-800 scale, it can be determined whether the candidate's scores are high enough to qualify for Career Ladder I or II. To qualify, the candidate must:

1. have sufficient years of experience,
2. pass the screening tests in reading and writing,
3. have scores in each domain which meet or exceed the minimum qualifying scores, and
4. have a total score which meets or exceeds the cutoff score for Career Level I or II.

**Calculating Qualifying Scores**

In a sense, the title above is misleading. The qualifying scores were set last year. Those scores are being put into the new system. That means combining the qualifying scores on the four separate domains into two overall qualifying scores (for Level I and Level II) and putting those qualifying scores on the 200-800 scale.

This is the second year of Career Ladder evaluations. Administrators and supervisors have been waiting to be evaluated. This makes it especially important that the criteria for identifying Career Ladder I and II administrators/supervisors be neither easier nor more difficult than they were last year. The evaluation system must be kept fair to all administrators/supervisors. Any difference in the number of administrators/supervisors qualifying this year must be related to the ability and preparation of the administrators/supervisors themselves rather than to changes in the system.

In order to keep the system fair to all administrators/supervisors, it is important to maintain the equivalence of the cutoff scores. Fortunately, the technical processes for accomplishing this are readily available. The basic procedure is explained in E. L. Thorndike's book entitled, Education Measurement (American Council on Education, Washington, D.C., 1971, pages 579-584). Simply put, the procedure uses the common items from the two years (that is, the ones which did not change from 1984-85 to 1985-86) to put the 1985-86 scores back on the original scale so that they can be compared with the original cutoff scores. This procedure is most commonly used to keep the difficulty of tests constant while changing the items. The NTE, SAT, GRE and other major testing programs use this procedure.

This method works by making only one change at a time. It starts with the "old" candidates' (1984-85) scores and makes one change by recalculating their scores using only the "common items" (i.e., dropping all of the items which will not be used again). Then it keeps the (common) items the same, but changes to the "new" candidates. Finally,

it keeps the "new" candidates the same but adds the new items. The procedure goes like this:

1. 1984-85 CANDIDATES - COMMON ITEMS - OTHER OLD ITEMS
2. 1984-85 CANDIDATES - COMMON ITEMS
3. 1985-86 CANDIDATES - COMMON ITEMS
4. 1985-86 CANDIDATES - COMMON ITEMS - OTHER NEW ITEMS

In more elegant terms, there are five basic steps in this procedure:

1. **Select those items and scores which are common to both the 1984-85 and the 1985-86 evaluation systems.** An item is considered common if equally qualified candidates from either year would be expected to receive the same score on it. Items are selected from all of the domains.

2. **Re-score the 1984-85 candidates using only the common items.** Identify the cutoff scores for the common items based on the scores received by the 1984-85 candidates on their full evaluations. Differences in the shape of the distribution are attributed to the selection of a subset of items since the candidates remain the same.

3. **Score the 1985-86 candidates using only the common items.** Since the items have not changed, keep the cutoff scores the same as those set for the 1984-85 candidates. Differences in the performance of the candidates are due to changes in the candidates, not changes in the items since the items remain the same.

4. **Use the performance of the 1985-86 candidates on the common items to identify the cutoff scores of their full evaluation.** Differences in the shape of the distribution are due to the additional, new (non-common) items since the candidates remain the same.

5. **Make the cutoff score for Level I equal to 600. Make the cutoff score for Level II equal to 700. Make the highest score 800 and the lowest score 200. Assign the other scores in equivalent intervals to the numbers between 200 and 600, 600 and 700, and 700 and 800.**

## Establishing Minimum Qualifying Scores

Minimum qualifying scores for Career Levels I and II have been established for each of the four domains. The minimum qualifying scores are set at 450 for each domain. These have been established using a modification of the method outlined above.

First, minimums were established for each domain. Since Career Ladder administrators/supervisors are expected to perform at or above the level of administrators/supervisors who did not achieve Career Level I, the minimum was set at the average score attained in each domain

Table III
Weights for Each Domain of Competency and Instrument
(Principal)

| Competency | Observation | Interview | Portfolio | Student Questionnaire(E) | | Student Questionnaire(S) | Professional Staff Questionnaire | Superordinate Questionnaire | Peer Questionnaire | Professional Skills Test | Total Weighting by Competency |
|---|---|---|---|---|---|---|---|---|---|---|---|
| I. Instructional Leadership | | | | | | | | | | 48 | 48 |
| A. | | 38 | 40 | | | | 16 | 14 | 8 | | 116 |
| B. | 46 | 20 | 20 | | | | 16 | 12 | 4 | | 118 |
| C. | 34 | 16 | 20 | 12 | or | 12 | 16 | 12 | 8 | | 118 |
| Total Weightings by Instrument | 80 | 74 | 80 | 12 | or | 12 | 48 | 38 | 20 | 48 | 400 |
| II. Organizational Management | | | | | | | | | | 20 | 20 |
| A. | 15 | 10 | | | | | 17 | 8 | 5 | | 55 |
| B. | 15 | | 20 | 3 | or | 3 | 10 | 8 | 5 | | 61 |
| C. | | 38 | 37 | | | | 20 | 12 | 7 | | 114 |
| Total Weightings by Instrument | 30 | 48 | 57 | 3 | or | 3 | 47 | 28 | 17 | 20 | 250 |
| III. Communications and Interpersonal Relations | | | | | | | | | | | |
| A. | 32 | 24 | 14 | 12 | or | 12 | 30 | 12 | 6 | | 130 |
| B. | | | 30 | 10 | or | 10 | 20 | 6 | 4 | | 70 |
| Total Weightings by Instrument | 32 | 24 | 44 | 22 | or | 22 | 50 | 18 | 10 | | 200 |
| IV. Professional Growth and Leadership | | | | | | | | | | | |
| A. | | 27 | 27 | | | | 6 | 15 | 9 | | 84 |
| B. | | | 27 | | | | 15 | 15 | 9 | | 66 |
| C. | | | S | | | | S | S | S | | |
| Total Weightings by Instrument | | 27 | 54 | | | | 21 | 30 | 18 | | 150 |
| V. Basic Communication Skills | | | | | | | | | | | |
| A. | | | S | | | | S | | S | | |
| B. | | | | S | | S | S | | S | | |
| C. | | | | | | | | | S | | |
| Total Weighting | | | | | | | | | | | 1000 |

S = Screening Item

Table IV
Number of Scores and (Number of Items) for Each Instrument by Competency
(Principal)

| | Observation | Interview | Portfolio | Student Questionnaire(E) | | Student Questionnaire(S) | Professional Staff Questionnaire | Superordinate Questionnaire | Peer Questionnaire | Professional Skills Test | Total Scores by Competency |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Competency | | | | | | | | | | | |
| I. Instructional Leadership | | | | | | | | | | | |
| A. | | 1(2) | 1(1) | | | | 1(3) | 1(2) | 1(2) | | |
| B. | 4(16) | 1(2) | 1(1) | | | | 1(4) | 2(3) | 1(3) | | |
| C. | 3(38) | 2(2) | 2(2) | 2(5) | or | 2(5) | 1(7) | 2(2) | 2(5) | | |
| Total Scores by Instrument | 7 | 4 | 4 | 2 | or | 2 | 3 | 5 | 4 | 1(30) | 30 |
| II. Organizational Management | | | | | | | | | | | |
| A. | 1(7) | 1(1) | | | | | 1(3) | 1(2) | 1(4) | | |
| B. | 1(16) | | 1(3) | 1(1) | or | 1(1) | 1(4) | 1(2) | 1(3) | | |
| C. | | 2(2) | 2(2) | | | | 2(3) | 2(4) | 2(2) | | |
| Total Scores by Instrument | 2 | 3 | 3 | 1 | or | 1 | 4 | 4 | 4 | 1(20) | 22 |
| III. Communications and Interpersonal Relations | | | | | | | | | | | |
| A. | 2(26) | 1(2) | 1(1) | 1(2) | or | 1(2) | 1(6) | 1(2) | 1(6) | | |
| B. | | | 2(2) | 1(2) | or | 1(1) | 2(3) | 1(1) | 1(1) | | |
| Total Scores by Instrument | 2 | 1 | 3 | 2 | or | 2 | 3 | 2 | 2 | | 15 |
| IV. Professional Growth and Leadership | | | | | | | | | | | |
| A. | | 1(1) | 1(1) | | | | 1(1) | 1(3) | 1(3) | | |
| B. | | | 1(1) | | | | 2(2) | 2(2) | 1(3) | | |
| C. | | | S | | | | S | S | S | | |
| Total Scores by Instrument | | 1 | 2 | | | | 3 | 3 | 2 | | 11 |
| V. Basic Communication Skills | | | | | | | | | | | |
| A. | | | S | | | | S | | S | | |
| B. | | | | S | or | S | S | | S | | |
| C. | | | | | | | | | S | | |
| Total Scores by Instrument | 11 | 9 | 12 | 5 | | 5 | 13 | 14 | 12 | 2 | 78 |

S = Screening Item





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**Table V**
**Weights for Each Domain of Competency and Instrument**
**(Supervisor)**

| Competency | Observation | Interview | Portfolio | Professional Staff Questionnaire | Superordinate Questionnaire | Peer Questionnaire | Professional Skills Test | Total Weighting by Competency |
|---|---|---|---|---|---|---|---|---|
| **I. Instructional Leadership** | | | | | | | 70 | 70 |
| A. | | 23 | 23 | 10 | 10 | 5 | | 71 |
| B. | 30 | 18 | 18 | 10 | 15 | 5 | | 96 |
| C. | 30 | 13 | 33 | 20 | 5 | | | 101 |
| D. | 10 | 13 | 18 | 10 | 10 | 5 | | 66 |
| E. | | 28 | 28 | 20 | 15 | 5 | | 96 |
| Total Weightings by Instrument | 70 | 95 | 120 | 70 | 55 | 20 | 70 | 500 |
| **II. Organizational Management** | | | | | | | 9 | 9 |
| A. | 23 | | | 21 | 18 | 16 | | 78 |
| B. | | | 23 | 19 | 21 | | | 63 |
| Total Weightings by Instrument | 23 | | 23 | 40 | 39 | 16 | 9 | 150 |
| **III. Communications and Interpersonal Relations** | | | | | | | | |
| A. | 40 | 30 | 16 | 16 | 20 | 8 | | 130 |
| B. | | | 40 | 16 | 8 | 6 | | 70 |
| Total Weightings by Instrument | 40 | 30 | 56 | 32 | 28 | 14 | | 200 |
| **IV. Professional Growth and Leadership** | | | | | | | | |
| A. | | 34 | 25 | 11 | 14 | 4 | | 88 |
| B. | 7 | | 23 | 17 | 9 | 6 | | 62 |
| C. | | | S | S | S | S | | |
| Total Weightings by Instrument | 7 | 34 | 48 | 28 | 23 | 10 | | 150 |
| **V. Basic Communication Skills** | | | | | | | | |
| A. | | | S | S | | S | | |
| B. | | | | S | | S | | |
| C. | | | | S | | S | | |
| **Total Weighting** | | | | | | | | **1000** |

**S = Screening Item**

**Table VI**
**Number of Scores and (Number of Items) for Each Instrument by Competency**
**(Supervisor)**

| Competency | Observation | Interview | Portfolio | Professional Staff Questionnaire | Superordinate Questionnaire | Peer Questionnaire | Professional Skills Test | Total Scores by Competency |
|---|---|---|---|---|---|---|---|---|
| **I. Instructional Leadership** | | | | | | | | |
| A. | | 1(2) | 1(1) | 1(4) | 1(2) | 1(1) | | |
| B. | 4(18) | 1(2) | 1(2) | 1(5) | 2(3) | 1(1) | | |
| C. | 2(17) | 1(1) | 1(2) | 2(6) | 1(1) | | | |
| D. | 1(7) | 1(2) | 1(2) | 1(4) | 1(2) | 1(1) | | |
| E. | | 1(2) | 1(3) | 1(2) | 1(2) | 1(1) | | |
| Total Scores by Instrument | 7 | 5 | 5 | 6 | 6 | 4 | 1(35) | 34 |
| **II. Organizational Management** | | | | | | | | |
| A. | 1(9) | | | 2(5) | 1(4) | 1(2) | | |
| B. | | | 1(1) | 1(3) | 1(4) | | | |
| Total Scores by Instrument | 1 | | 1 | 3 | 2 | 1 | 1(15) | 9 |
| **III. Communications and Interpersonal Relations** | | | | | | | | |
| A. | 2(16) | 1(1) | 1(1) | 1(6) | 1(2) | 1(2) | | |
| B. | | | 1(2) | 1(4) | 1(1) | 1(1) | | |
| Total Scores by Instrument | 2 | 1 | 2 | 2 | 2 | 2 | | 11 |
| **IV. Professional Growth and Leadership** | | | | | | | | |
| A. | | 1(2) | 1(1) | 1(3) | 1(4) | 1(3) | | |
| B. | 1(2) | | 1(1) | 1(4) | 1(2) | 1(4) | | |
| C. | | | S | S | | S | | |
| Total Scores by Instrument | 1 | 1 | 2 | 2 | 2 | 2 | | 11 |
| **V. Basic Communication Skills** | | | | | | | | |
| A. | | | S | S | | S | | |
| B. | | | | S | | S | | |
| C. | | | | S | | S | | |
| **Total Scores by Instrument** | 11 | 7 | 10 | 13 | 12 | 9 | 2 | 64 |

S=Screening Item

by administrators/supervisors who did not achieve Career Level I in 1984-85. The Career Level average for Career Level I administrators/supervisors was calculated based on those administrators/supervisors who qualified for Career Level I. The Career Ladder average for Career Level II administrators/supervisors was calculated based on those administrators/supervisors who qualified for Career Level II.

The minimum qualifying scores were determined in the same way as the Level I and II qualifying scores. This process was repeated four times, once for each domain. The resulting score was equated to 450 on the 200 to 800 scale for each domain.

Notice that while both the common and new items were used to score the individual candidates, only the common items were used to establish the appropriate qualifying scores. This is because they form the "anchor" or "link" between the 1984-85 and the 1985-86 evaluation systems.

# Rights of Administrators/Supervisors

## A. Procedural/Evidential Rights

1. Administrators/Supervisors have the right to a fair, unbiased and objective evaluation of their professional competence.

2. Administrators/Supervisors have the right to notice concerning evaluation procedures.

3. Administrators/Supervisors have the right to be informed of the summative results of their evaluation.

4. Administrators/Supervisors have the right to be evaluated on the basis of relevant criteria.

5. Administrators/Supervisors have the right to be evaluated on established criteria rather than on hearsay or rumor.

6. Administrators/Supervisors have the right to request the replacement of one member of the evaluating team prior to the established deadline.

## B. Appeal Rights

The Comprehensive Education Reform Act provides administrators/supervisors with the right of review of a decision denying Career Ladder certification according to the following procedures:

If an administrator/supervisor is not recommended for certification by the Interim/State or Regional Certification Commission, he/she may request the State Board of Education to review the Commission's decision.

The administrator/supervisor has 30 days from the date of the Commission's decision within which to file or postmark a letter requesting the review. The letter must be mailed or delivered to Dr. Brent Poulton at the following address:

Dr. Brent Poulton, Executive Director
State Board of Education
117 Cordell Hull Building
Nashville, Tennessee 37219

This letter must contain a detailed statement of the reason(s) for the request for review. At the same time, the administrator/supervisor must also file a copy of his or her letter and statement with the superintendent of the school system employing the administrator/supervisor.

Upon receipt of this request, the State Board of Education will appoint a staff member who will be responsible for conducting the review. This staff member will base his or her decision on a record that is prepared by the Interim/State Certification Commission.

The Commission's record will contain all documents, statements and other materials that are pertinent to the basis for a decision, including those submitted by the administrator/supervisor and/or school system. Once the preliminary record is compiled, the Commission shall notify the administrator/supervisor by letter of its compilation. The administrator/supervisor will have 30 days from the postmark date of this letter to review the record and submit any further materials in rebuttal for inclusion in the record.

The Commission will then forward the final record to the State Board of Education. The designated State Board of Education staff member will review the record and prepare proposed findings of the fact and a recommended decision. This decision shall be sent to the administrator/supervisor, the local system, and the Certification Commission within 90 days of the State Board of Education's receipt of the completed record.

If an administrator/supervisor is not satisfied with the State Board of Education's decision, the administrator/supervisor may file a request for a hearing.

Complete rules regarding the initial staff review, the hearing as well as appropriate deadlines are available from the State Board of Education upon request.

C. **Humanitarian and Civil Rights**

1. Administrators/Supervisors have the right to be evaluated by humane evaluation procedures.

2. Administrators/Supervisors have the right to be evaluated by nondiscriminatory evaluation criteria and procedures.

D. **Other Rights**

Administrators/Supervisors who were certified and employed on a full-time basis as educators prior to 7/1/84 have the right to withdraw from the Career Ladder Certification program and return to the original certification program. Administrators/Supervisors have the right to exercise this option only one time.

# Glossary

| | | |
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| 1. | **ACADEMIC SUCCESS** | a term used to describe a form of achievement expected of students in which the focus has been on mastering a body of knowledge and demonstrating intellectual achievements |
| 2. | **TENNESSEE ACADEMY FOR SCHOOL LEADERS** | the training unit created by the CERA to help administrators and supervisors improve their competence. Each Career Level administrator/supervisor must attend the Academy every five years |
| 3. | **ACTIVITY** | a procedure used to achieve a stated objective |
| 4. | **ADMINISTRATORS** | principals or assistant principals |
| 5. | **APPROPRIATE** | a term used to suggest that the relationship of an activity, behavior, or procedure to a desired goal or objective is functional or relevant |
| 6. | **ASSISTANT PRINCIPAL** | any person employed by a local education agency to perform the duties of an assistant principal, notwithstanding whether the person's working title is assistant principal, vice-principal or associate principal |
| 7. | **BRIEFING SESSION** | the initial meeting with a candidate to preview the activities of Cycle A, B, or C |
| 8. | **CANDIDATE** | an administrator or supervisor who has applied for a Career Level I or II certificate in the Career Ladder Program |
| 9. | **CAREER LEVEL ASSISTANT PRINCIPAL** | an assistant principal who holds a Career Level I or II assistant principal certificate issued by the State Board of Education |
| 10. | **CAREER LEVEL PRINCIPAL** | a principal who holds a Career Level I or II principal certificate issued by the State Board of Education |

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| 11. | **CAREER LEVEL SUPERVISOR** | a supervisor who holds a Career Level I or II supervisor certificate issued by the State Board of Education |
| 12. | **"CARRY FORWARD"** | a term used to explain that information provided by the candidate, during the interview, in response to an earlier question, may be used by the evaluator to help score the question set then being considered |
| 13. | **CONSISTENT** | a pattern of behavior, attitudes, activities, or procedures which are similar in nature over an extended period of time |
| 14. | **COMMUNICATION NETWORK** | a planned system or set of procedures used by the administrator/supervisor for exchanging information with other administrators/supervisors |
| 15. | **CURRENT PRACTICE** | those activities or procedures which have been instituted and sufficiently developed in other schools to demonstrate their educational value |
| 16. | **CYCLE** | a visit of an evaluator assigned to a candidate for the purpose of gathering data. The three visits are designated cycles "A", "B", and "C" |
| 17. | **DEVELOP** | to enlarge, revise or improve an idea, policy, or procedure |
| 18. | **SCHOOL DISTRICT** | a local education agency |
| 19. | **DOCUMENTATION** | written materials generated during the school year by job related activities which substantiate the candidate's behavior, involvement, and level of job performance |
| 20. | **DOMAIN OF COMPETENCY** | an area of competence measured by a set of related performance indicators and measurement items. Also defined as encompassing a set of expectations by which a candidate will be evaluated |
| 21. | **EFFECTIVE** | to accomplish what is intended within the limits established |

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| 22. | **EFFICIENT** | to accomplish quickly or with dispatch a designated task or activity |
| 23. | **ESTABLISH** | to bring into existence, to bring about |
| 24. | **EVALUATES** | indicates the use of identified criteria, the collection of data from several sources, and an interpretation based on the findings |
| 25. | **EVIDENCE** | information, examples, or data that support statements of performance |
| 26. | **EXPLANATORY STATEMENTS** | statements used to clarify documentation in candidate's portfolio |
| 27. | **FORMATIVE EVALUATION** | a process of assessing the performance of an individual for the purpose of establishing and implementing growth producing activities |
| 28. | **FOLLOW-UP** | to take additional action in order to maintain, strengthen, improve |
| 29. | **FREQUENCY SCALE** | a scale on which the frequency of an event is recorded |
| 30. | **"FROM GRADE TO GRADE"** | a term which focuses on the articulation of education efforts between one grade level (e.g., 4th) and another (e.g., 5th) within one or more schools |
| 31. | **GOAL** | a broad outcome; a general statement of expectations |
| 32. | **IMPLEMENT** | to carry out, to put into practice |
| 33. | **IN-CLASS PROCEDURES/ RULES** | the rules used by a teacher in his/her classroom to monitor student behavior and performance |
| 34. | **PERFORMANCE INDICATORS** | specific categories of performance to be measured within the domains of competence. |
| 35. | **INNOVATIVE** | new, untested, or previously unused by the candidate in the performance of his/her duties |

36. **INSURES** — to make certain that an activity, procedure, goal, or objective is implemented, achieved, or accomplished

37. **INVOLVE** — to include, engage, or participate in

38. **JOB PERFORMANCE** — the demonstration of a skill, an ability, an attitude, or the use of knowledge in performing job related tasks such as when working with teachers, delegating responsibilities, making decisions, supervising staff, and monitoring student behavior

39. **MEASUREMENT ITEM** — a statement that describes candidate behavior related to a specific performance indicator

40. **MONITOR** — to watch, check, or observe, using known criteria, for the purposes of regulating and improving

41. **NON-ACADEMIC** — courses whose basic goals and objectives are not related to intellectual achievement or mastering an academic body of knowledge but rather to developing social, artistic, practical, or psychomotor skills. When applied to students, it refers to students whose orientation is basically toward developing their social, artistic, practical, or psychomotor skills

42. **NON-HIGH ACHIEVERS** — students whose performance is minimal or less than expected

43. **NON-REGULAR** — a spontaneous or seldom used procedure for communicating information to administrators/supervisors, teachers, parents, or students

44. **OBJECTIVE** — a specific expectation related to a stated goal

45. **PEER** — a person of like position to whom you are not accountable and who is not accountable to you

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| 46. | **PRINCIPAL** | any person employed on a full time basis by a local education agency and endorsed as a principal by the State Board of Education, notwithstanding whether the person's working title is principal, supervising principal, or executive principal |
| 47. | **PROFESSIONAL STAFF** | all certificated employees |
| 48. | **PROGRAM EVALUATION** | the process of assessing the instructional program of the school or system consistent with established and known criteria |
| 49. | **PROVISIONAL ASSISTANT PRINCIPAL** | any assistant principal who holds a provisional assistant principal certificate issued by the State Board of Education |
| 50. | **PROVISIONAL PRINCIPAL** | any principal who holds a provisional principal certificate issued by the State Board of Education |
| 51. | **PROVISIONAL SUPERVISOR** | any supervisor who holds a provisional supervisor certificate issued by the State Board of Education |
| 52. | **QUALITATIVE SCALE** | a scale on which a judgement about the quality of an individual's performance is recorded |
| 53. | **REACTIVE** | to respond to events, activities, crises, or other daily occurrences in a haphazard or unplanned way |
| 54. | **REGULAR** | activities and processes which recur or repeat themselves, or function at scheduled times or orderly intervals |
| 55. | **RESEARCH** | data provided or secured through a systematic procedure which includes attention to problem clarification, data analysis, a summary of findings, and a logical interpretation of the findings |
| 56. | **(s)** | words ending with an "s" in parentheses (e.g., parent(s)) indicate that the word may be used in either a singular or plural context |

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| 57. | **"SAME GRADE LEVEL"** | a term which focuses on the articulation of education efforts between classes (e.g., between two or more 4th grade classes within one or more schools) |
| 58. | **SCHOOL MONTH** | any month except June, July, or August regardless of the actual months in which a school may be in session |
| 59. | **SCHOOL YEAR** | the months of September through May, regardless of the actual months in which individual local education agencies conduct classes |
| 60. | **STAFF** | all persons who report to the administrator (e.g., custodian, secretary, cafeteria workers, aides, all certificated personnel) |
| 61. | **STAFF DEVELOPMENT** | activities that are intended to expand, improve, or make more effective the behavior, performance, or awareness of one or more employees. Demonstrates a relationship between needs, assessed deficiencies, or desired abilities and planned activities |
| 62. | **SUMMATIVE EVALUATION** | a process of determining the quality of an individual's performance and of making a decision based on that performance |
| 63. | **SUPERVISOR** | a person involved in staff or curriculum development on a full time basis. This shall include those individuals who work as supervisors under various federal projects and special education programs (See job description for supervisors, page 70.) |
| 64. | **SUPPLEMENTARY INFORMATION** | information which is not a part of the regular information provided or secured but is secured through other means or procedures to provide additional information on which to make decisions |

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| 65. | **SYSTEMATIC** | reflects attention to planning, scheduling, agenda setting, and attention to detail; also for the assignment of responsibilities, consideration for problem identification, and consequences of alternative courses of action |
| 66. | **TEACHER EVALUATION** | the process of assessing the professional growth, performance, and competence of teachers |
| 67. | **TEACHING PRINCIPAL/ ASSISTANT PRINCIPAL** | a principal/assistant principal who spends less than full time as an administrator (e.g., teaches two classes and during the remainder of the day performs his/her administrative duties) |
| 68. | **TESTIMONY** | statements unsupported by documentation |
| 69. | **TIMELY BASIS** | the occurrence of an activity or event at a time when its effectiveness is maximized or most appropriate |
| 70. | **WAIVE** | to ask that an evaluator be removed from the selected list of evaluators assigned to a candidate |
| 71. | **"WITHIN CLASSES"** | activities which are used within a given class to instruct students |

# State Department/Career Ladder Personnel

Administrator/Supervisor Evaluation System personnel, other Career Ladder personnel, and State Department of Education district staff members are available to assist you. If you have an unanswered question, please feel free to call upon anyone who may be of assistance to you. If you need to report a problem, you may call or write the appropriate person or the Executive Director of the Administrator/Supervisor Evaluation Program.

## CAREER LADDER/CERTIFICATION PERSONNEL

| | |
|---|---|
| Robert McElrath, Commissioner of Education | (615-741-2731) |
| Carol Furtwengler, Assistant Commissioner for Career Ladder/Certification | (615-741-7816) |
| George Malo, Associate Assistant Commissioner for Career Ladder/Certification | (615-741-7816) |
| Fran Trusty, Executive Director of the Administrator/ Supervisor Evaluation Program | (615-741-7816) |
| Mary Martin, Director of Special Programs/Career Ladder/ Administrator/Supervisor Program | (615-741-7816) |
| Jana Lewis, Director of Evaluator Training and Coordination/Administrator/Supervisor Program | (615-741-7816) |
| Stan Hamilton, Director of Career Ladder Certification | (615-741-5262) |
| Jane Williams, Director of Teacher Education and Certification | (615-741-1644) |
| Cathy Csaky, Legal Counsel/Career Ladder | (615-741-7816) |
| Russ French, Executive Director of the Interim Certification Commission | (615-741-7816) |
| Sadie Chandler, Director of Staff Development | (615-741-4354) |
| Joe Fields, Director of the Tennessee Assessment Center | (615-741-2266) |

## STATE DEPARTMENT OF EDUCATION DISTRICT OFFICES

| | |
|---|---|
| Memphis Delta, Memphis | (901-454-2980) |
| Southwest, Jackson | (901-423-5605) |
| Northwest, Martin | (901-587-7565) |
| Mid-Cumberland, Nashville | (615-741-7054) |
| South Central, Columbia | (615-388-5555) |
| Upper Cumberland, Cookeville | (615-528-5431) |
| Southeast, Cleveland | (615-472-7141) |
| East, Knoxville | (615-673-6044) |
| First, Johnson City | (615-926-1108) |

## Questions and Answers

1. Q. I have not received any information about the status of my Career Ladder application. How can I check on it?

   A. Contact the Career Ladder Certification Office at 615-741-5262 or call the Career Ladder hotline at 1-800-342-5005.

2. Q. As my fast track option, I decided to take an NTE Specialty (Education Administration) Test. Will it be necessary for me to take another test if in fact I want to gain Career Level I or Career Level II status?

   A. Yes! To gain Career Ladder I or II status as an administrator or supervisor you will be required to take the Reading and Writing (screening) Tests of the Tennessee Career Ladder Tests or substitute a passing score on the communication section of the NTE Core Battery Test and the Administrator/Supervisor Professional Skills Test.

3. Q. I have applied for Career Ladder II status as a principal. When will I be contacted about being evaluated?

   A. You will be notified before November 15, 1985, if you are to be evaluated during the 1985-86 school year. If for some reason you have not been contacted by that time, call Dr. Mary Martin at 615-741-7816.

4. Q. What happens if I apply for but do not make Career Level II?

   A. If you qualify for Career level I as a result of your evaluation and are willing to fulfill Career Level I requirements, you may be certified for Career Level I status.

5. Q. If I apply for Career Level I, but my scores are high enough to meet the cutoff for Career Level II, will I be given a Career Level II certificate?

   A. You will be granted Career Level II status if (1) you meet other requirements of the evaluation system for

experience and, (2) you wish to choose the 12 months of work option as opposed to the 11 months option.

6. Q. I attained Career Level II in 1984-85 school year as a teacher. I have been promoted to principal for 1985-86. Will I receive my teacher Career Ladder supplement as an administrator?

   A. No. You will be eligible to apply for Career Level I principal after you have completed one year of experience as a provisional principal. You will need to apply for a provisional certificate.

7. Q. Do I automatically lose my old certification by applying for the Career Ladder? Can I let my old certificate lapse, since I will soon have a Career Ladder certificate?

   A. Applying for the Career Ladder does not automatically take away your old certificate. The decision whether to let it lapse is up to you. If you wish to maintain your old certificate, however, you will need to follow the procedures and meet the qualifications for maintaining that certificate. Those with lapsed certificates have until September, 1987, to renew their old certificates. After that date, old certificates must be renewed during their period of validity; if they are allowed to lapse, they may not be renewed.

8. Q. If I fail to achieve Career Level I (or II) this year, does that affect my present certification? May I apply again?

   A. If you complete state evaluation and do not qualify for Level I or II, you shall retain any other currently valid certification you hold. Yes! You can apply again. "If a candidate fails to meet appropriate evaluation qualifying standards for Career Ladder status, he/she may be scheduled for reevaluation after a minimum of one year, provided that such individual submits evidence that he/she has undertaken action to improve deficiencies such that he/she may obtain a qualifying score on the re-evaluation." Rule No 0520-2-2-.19

9. Q. What will be the status of my five year certificate if I should leave the state for a couple of years and then come back?

A. It will be "frozen" at the commencement of any break in service.

10. Q. I was a fifth year teacher last year and, in August, I became a principal. All of my experience has been in Tennessee public schools. Do I still qualify for the $1000 "fast-track" supplement, even though this is my first year in school administration?

A. No. When you become a principal, you changed "Career Ladders". Your Career Level I Teacher Certificate was frozen and you are required to practice under a certificate for which no supplement is provided.

11. Q. Some of those who work with me are assigned job titles such as Assistant Superintendent for Instruction, Director of Elementary Education, and Coordinator of Special Education. Will these individuals be eligible to apply for Career Level I or II?

A. The legislature approved a job description for instructional supervisors. If the requirements specified in that job description are met then those individuals would be eligible to apply for the appropriate Career Level. Ninety percent of their time, however, must involve direct and indirect service to teachers. See Supervisor Job Description, Appendix I, page 70.

12. Q. What happens if I fail the Professional Skills Test? What are the minimum qualifying scores?

A. There is no pass/fail score for the Professional Skills Test nor a minimum qualifying score. The results of the test will be used as only one of the data sources to determine an applicant's level of competence. See Career Ladder Test, page 36, for minimum qualifying scores.

13. Q. If I should decide to seek a supervisor position for the first time after serving as a principal for many years, will I lose the years of experience needed to apply for Career Level I or II?

A. At the present time (September 30, 1985), years of experience as principal, assistant principal, and supervisor are not interchangeable for experience earned prior to July 1, 1984. Years of experience (as a principal, assistant principal, or supervisor) after July 1, 1984, are interchangeable and could be counted toward Career Level I or II status.

14. Q. I have been a principal (13 years). In August, 1985, I became a supervisor. What do I need to do? How will this affect my Career Ladder application?

A. Under the present law, you will be eligible to gain a Career Level I Supervisor Certificate after you have completed three years experience. However, if you have not already applied for a Provisional Supervisor Certificate, you will need to do so and meet all of the requirements for that certificate as stipulated by the State Board of Education. You will be eligible for evaluation during the last qualifying year (3rd year) of that certificate.

15. Q. When I am notified that I have been selected to be evaluated and am told who my evaluators are, must I send the letter back to the State Department of Education if I do not wish to change anyone on my evaluation team?

A. Yes. Just sign the form to indicate you do not wish to change anyone on your evaluation team and return it.

16. Q. I have a visual handicap and need assistance to take the administrator/supervisor test. Will I receive help?

A. Arrangements will be made to assist handicapped persons. Please notify the State Testing Center at the time of your application.

17. Q. What does an administrator portfolio look like?

A. The portfolio is a collection of written documents which has been generated during the normal work routine. It consists of documents which verify the candidate's performance on selected measurement items. See pages 31-35 of the Manual for more complete information.

18. Q. I took the Tennessee Career Ladder Test for Teachers. Why do I have to take another test?

A. The Tennessee Career Ladder Test for Teachers was acceptable for administrator/supervisor fast track purposes, but it does not address the non-instructional competencies used to evaluate administrators and supervisors applying for Career Levels I and II.

19. Q. Why was I not told that there would be a Professional Skills Test for administrators/supervisors?

A. The evaluation system design has always included a Professional Skills Test. The field testing of this instrument was in November, 1984. More than 500 administrators and supervisors participated in that field test.

20. Q. Last fall I had already returned my change form and then decided that I wanted to apply for Career Ladder status. What do I do?

A. You will have another opportunity to change in the spring of 1986. Fast Track "only" candidates will have until November 1, 1985, subject to Interim Commission approval, to request evaluation. This application date was extended due to new legislation in May.

21. Q. What is the status of the teaching principal?

A. If 50 percent or more of the school day is devoted to administrative duties, he/she can receive full credit for each year toward administrator Career Level status. If less than 50 percent of the school day is devoted to administrative duties, he/she can receive half credit for each year toward administrator Career Level status. If 50 percent or more of the school day is spent in administration, he/she then qualifies for the Administrator/Supervisor Career Ladder Program. Prior experience can be counted only toward one Career Ladder program.

22. Q. My duties as assistant principal are for the most part facility management and discipline. May I apply for Career I or II? I have the number of years experience required.

A. Assistant principals whose performance can be evaluated by the use of the principal competencies approved by the Interim Certification Commission and the State Board of Education are eligible to be considered for Career Ladder status. If the assistant principal's duties do not fall within the approved competencies, he/she is not eligible at this time.

23. Q. How do I obtain a copy of the approved competencies?

A. Approved competencies for both administrators and supervisors are contained in this Manual.

24. Q. Who determines the role of the assistant principal?

A. The school system has the responsibility of designating the role of the assistant principal. Superintendents and other leaders in the school system should consider carefully the Career Ladder competencies identified by the State Board of Education for principals/assistant principals when making a decision about the role of the assistant principal.

25. Q. If I receive two lists of evaluators, what do I do?

A. Notify Dr. Mary Martin in the Career Ladder Office at 615-741-7816 of any errors/conflicts.

26. Q. How can I contact one of the evaluators assigned to me?

A. Contact Jana Lewis in the Career Ladder Office at 615-741-7816 or call the Career Ladder hotline at 1-800-342-5005 for the needed information.

27. Q. How will my evaluators be selected?

A. Evaluator assignments take into consideration candidates' position, type of district, travel distances and relationships, if any, between candidates and evaluators.

28. Q. Will I be able to approve the list of my evaluators?

A. Each candidate will be notified of the evaluators assigned. The candidate has the option of accepting all evaluators or requesting the change of one evaluator.

29. Q. Once a person qualifies for and receives a salary supplement as a Career Level I or II principal, assistant principal, or supervisor, under what conditions would the supplement be discontinued?

A. The supplement would be discontinued for the following reasons:

- dismissal for cause
- failure to maintain or renew any certificate provided for in the Act; or
- refusal or failure to perform the extra duties required. (CERA, Section 10).

30. Q. If I reach Career Level I or II, will I continue to receive the $1000 (fast track) supplement plus the supplement for Career Level I or II?

A. No. Fast track supplements cease when you have been granted a Career Level I or II Certificate.

31. Q. Will the supplements count as salary toward retirement? How will this be handled?

A. Yes. The employer's share of retirement and social security will be paid by the State. The employee's share will be deducted from the supplementary check in the same manner as for regular pay checks.

32. Q. I am a Career Level II principal. According to CERA, Section 45 (a), I must be employed on a 12 month contract. If I choose not to be employed 12 months, do I lose my Career Level II certification?

A. Yes. The law states you must work 12 months. Failure to perform the duties of a Career Level II principal would be grounds for loss of certificate.

33. Q. May administrators/supervisors who have opted out of the Career Ladder once, opt back in?

A. This is what is called the "toe-in-the-water" provision. CERA provides that any educator who was certified and employed full time prior to the effective date of the Act and who receives Career Ladder certification may leave the program and elect to renew his/her certificate one time only (CERA, Section 7, (a) (b) ). The State Certification Commission will establish guidelines for re-entrance to the program.

34. Q. What school year will be used as the base line for evaluation of goal attainment, as stated in CERA (Section 97)?

A. For many of the goals there were no "base line" data prior to enactment of CERA. Data gathered from 1984-85 program implementation would be used as comparison five years hence.

35. Q. Can an administrator/supervisor receive the fast track $1000 for five years as teachers do when they fast track into Career Level I?

A. No! At the present time (September 30, 1985), administrators/supervisors may continue to receive the $1000 only until the candidate is eligible to be evaluated, or is evaluated, but in no case longer than 3 years (CERA, Section 7(c)).

36. Q. What type of duties will the Career Level I or II administrator/supervisor be expected to perform?

A. This depends on plans that local school systems will develop for using Career Level I or II administrators and supervisors. Such plans, however, must be approved by the State Department of Education. (See Extended Contract Duties, Appendix V, page 197).

37. Q. If during my 1985-86 evaluation, I wish to withdraw from the process, what happens? Will this affect my opportunity to be evaluated later? How will this affect my $1000 fast track supplement?

A. You may drop out before completing the process, and such withdrawals will not be considered your toe-in-the-water option. You may reapply next year. Your fast track $1000 will end, however, when you drop from the evaluation process.

38. Q. Are study guides available for the Tennessee Career Ladder Test for Administrators/Supervisors?

A. Yes. They will be provided to all candidates who apply to take the Administrator/Supervisor Professional Skills Test at the time of their application. Reading and Writing Test Study Guides will be available also at the time application is made to take these tests. Study Guides will also be available at the State Testing Center on the U. T. campus in Knoxville.

39. Q. Who do I contact if I want to withdraw from the Career Ladder Program?

A. Career Ladder Certification
104 Cordell Hull Building
Tennessee Department of Education
Nashville, Tennessee 37219

You must include your name, address, and certification number with all correspondence.

40. Q. I have entered the Career Ladder in the local system where I am now employed. If I move to work in another school system, am I required to requalify for the Career Ladder program?

A. No. Your Career Ladder certificate is valid for employment in any public school system in Tennessee, as long as it is kept current.

41. Q. As a Career Level II supervisor, may I elect to work only 11 months? How will this affect my incentive pay? Will I lose my certificate?

A. CERA states that it is optional with an LEA whether Career Level II supervisors will be required to work 12 months. CERA does not address whether the Career Ladder II supervisor also has the option of working fewer than 12 months. Presumably, if a Career Level II supervisor, by agreement with the LEA, only works 11 months, he/she will receive a pro-rated portion ($3,300) of the performance pay plus his/her regular monthly salary for eleven months. Since the 12 month employment for Career Level II supervisors is optional and the option is exercised by the LEA, you would not lose your certificate.

## Important Dates

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| * Deadline for application for Career Ladder for 1985-86 for which retroactive pay is applicable | Nov. 30, 1984 |
| * Deadline for spring application for Administrator/ Supervisor Career Ladder Evaluation | May 31, 1985 |
| * Deadline for application for the Administrator/ Supervisor Professional Skills Test given Oct. 19, 1985 | Sept. 19, 1985 |
| * Orientation Sessions for candidates | Sept. 30, 1985 - Oct. 4, 1985 |
| * Evaluator visits to candidates<br>Cycle A Oct. - Dec.<br>Cycle B Jan. - March<br>Cycle C March - May | Oct. 9, 1985 - May 16, 1986 |
| * Administration of the Professional Skills Test | Oct. 19, 1985 |
| * Extended deadline for application for Administrator/ Supervisor Career Ladder Evaluation for those who fast-tracked in 1984-85, if approved by the Interim Certification Commission | Nov. 1, 1985 |
| * Portfolio Preparation Deadline | March 10, 1986 |
| * Deadline for application for the Administrator/ Supervisor Professional Skills Test given April 12, 1985 | March 12, 1986 |
| * Administration of the Professional Skills Test | April 12, 1986 |
| * Recommendations of the Certification Commission and action of the State Board of Education for Career Level status | Summer, 1986 |
| * Notification of Certification of Career Level I & II Administrator/Supervisors | Summer, 1986 |

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## APPENDIX I

## SUPERVISOR JOB DESCRIPTION

This job description addresses responsibilities and duties of supervisors who are involved in staff and curriculum development on a full-time basis. This outline summarizes the major functions of supervisors. All activities, responsibilities, and duties are directly related to assisting classroom teachers in planning for and implementing effective instruction and curriculum goals.

**A. Direct Service to Teachers**

1. **Observation and Supervision**
   The Supervisor
   - o observes the teachers in the classroom
   - o records the instructional process
   - o analyzes the record for strengths and weaknesses
   - o prioritizes strengths and weaknesses
   - o holds conferences with teachers
   - o plans for instructional improvement
   - o demonstrates effective instructional practices when needed

2. **Organization for Staff Development**
   The Supervisor
   - o assesses individual needs of teachers
   - o plans staff development activities appropriate for the assessed needs
   - o conducts staff development training
   - o evaluates staff development activities
   - o plans future staff development activities based on evaluation

3. **Implementation of Staff Meetings**
   The Supervisor
   - o plans staff meetings for curriculum decisions
   - o implements curriculum decisions based on staff recommendations

4. **Evaluation**
   The Supervisor
   - o evaluates instruction (teaching act)
   - o evaluates the instructional program
   - o plans for improvement based upon evaluation

**B. Indirect Service to Teachers**

1. **Development of educational goals and objectives**
   The Supervisor
   - o reviews research relative to effective instruction and curriculum
   - o assesses community expectations for school achievement
   - o prioritizes community needs and identifies educational goals
   - o analyzes state rules and regulations
   - o synthesizes local and state expectations
   - o identifies goals for improvement

2. **Development of Curriculum**
   The Supervisor
   - o develops, selects, and adjusts curriculum materials
   - o correlates and disseminates curriculum information and materials

3. **Communicates with Parents and Community Groups**
   The Supervisor
   - o solicits parental and community support of local educational goals
   - o provides appropriate information to community

4. **Evaluation of Student Achievement**
   The Supervisor
   - o assists teachers in developing and/or conducting a system-wide testing program
   - o assists teachers with the selection of appropriate management systems
   - o interprets test data
   - o prepares reports
   - o disseminates information appropriately to faculty, parents, and community

5. **Administration (not more than 10% of total time)***
   The Supervisor
   - o consults with other administrators regarding personnel matters
   - o assists with budget preparation for curriculum and instruction
   - o prepares projects and proposals

Approved by State Board on May 18, 1984

*Time spent by the supervisor in administering, supervising, coordinating, and implementing staff and curriculum development projects as a part of the direct and indirect service to teachers is not considered a part of this time (10 percent) allocated to administration.

## APPENDIX II

## THE TENNESSEE ACADEMY FOR SCHOOL LEADERS

The Tennessee Academy for School Leaders is not a single institution, but is an organizational framework for a wide array of educational and training programs for school leaders. When fully operational, sessions of the Academy will be conducted at several sites in the three grand divisions of the state. The Academy will include summer institutes.

Each administrator and supervisor participating in the Career Ladder Program is required to attend the Academy for instruction every five years. Sessions shall be provided without cost to those attending; however, participant travel, living, and incidental costs shall be at the expense of the participant or local education agency.

Programs will operate at different levels. Generally the program will represent activities associated with a change model. Sessions will be offered at four levels: awareness, knowledge, skill acquisition, and application. Program components are designed to accommodate each of the described levels.

The Academy focuses on administrator learning opportunities related to the required competencies of Instructional Leadership, Organizational Management, Communication and Interpersonal Relations, and Professional Growth and Leadership. Program and personnel evaluation will be a major focus of the Academy. In addition, offerings will be based on needs identified by school leaders participating in the Career Ladder Program as well as those needs detected during the performance evaluation. Some sessions will attempt to provide those school leaders who have achieved mastery with a variety of experiences and knowledge in other areas. A major portion of the program will be offered during the summer institutes. Other offerings during the school year will be based on the level of need identified in summer institutes.

Academy services will extend beyond training seminars. Additional programs and services are aimed at contributing to the overall improvement of leadership in public education. Special services include: The Tennessee Assessment Center and the Distinguished Fellows' Program. The Assessment Center process is designed to aid in selecting and training potential school leaders. The process requires an intensive assessment of an individual's ability in twelve administrator skill dimensions. A comprehensive, detailed report of the assessment is shared with the candidate detailing areas of strength, areas for improvement, and recommendations for professional development. The Fellows' Program will afford highly skilled leaders with the opportunity to participate in a year long internship with the State Department of Education.

## APPENDIX III

## PRINCIPAL/ASSISTANT PRINCIPAL EVALUATION INSTRUMENTATION


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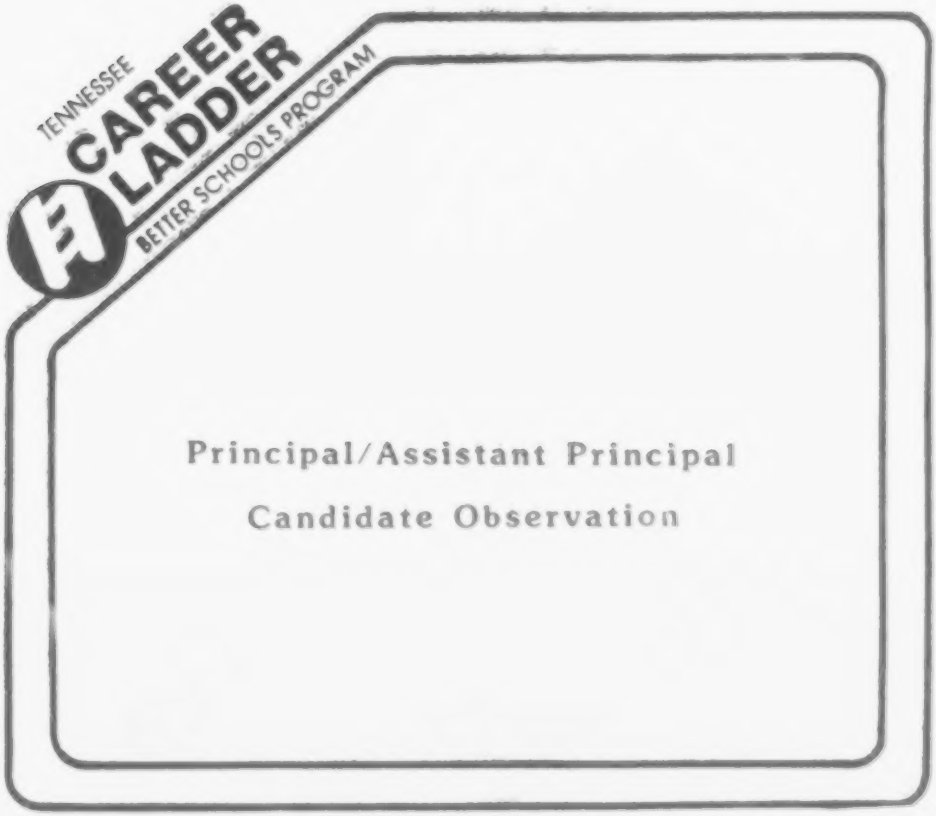
ADMINISTRATOR/SUPERVISOR EVALUATION SYSTEM




Principal/Assistant Principal

Candidate Observation

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TENNESSEE DEPARTMENT OF EDUCATION

TENNESSEE CAREER LADDER PROGRAM
ADMINISTRATOR/SUPERVISOR EVALUATION SYSTEM
[Principal/Assistant Principal Observation Guide]

INSTRUCTIONAL LEADERSHIP

[I.B.1P]* Works with teachers to plan an instructional program consistent with student needs.

1. Identifies student needs to be addressed.

2. Involves teachers in the development of school goals and plans for achieving them.

3. Conducts inter-grade level meeting with teachers to insure articulation.

4. Involves teachers in instructional program decision making consistent with school goals.

[I.B.1P] Works with teachers to modify the instructional program to make it consistent with student needs.

5. Provides for regular and systematic evaluation of student progress.

6. Helps teachers adapt instructional program to meet individual student needs.

[I.B.1P] Works with teachers to implement the instructional program consistent with student needs.

7. Attends to selection of instructional materials.

8. Supports practices related to program improvement.

9. Monitors the activities used to upgrade student proficiency in basic skills.

10. Helps interpret student evaluation data used to implement the instructional program.

11. Requests that teachers monitor for understanding and reteach as necessary.

[I.B.4P] Develops and/or uses appropriate procedures and criteria for evaluating the instructional program.

12. Monitors classroom instruction.

13. Reviews student work and instructional objectives with teachers.

14. Discusses with teacher(s) learning objectives and instructional strategies.

15. Uses standardized or norm-referenced tests to measure student performance.

16. Makes diagnostic information on students available to teachers including data on skills students have mastered and not mastered.

[I.C.1P] Establishes high expectations for student achievement which are directly communicated to students.

17. Models high expectations to students, through own behavior.

18. States expectations through direct communication to individual student(s) and/or at school assemblies and/or class meetings.

19. Recognizes student achievement (e.g., comments, honor rolls, certificates, or awards).

20. Communicates belief that each student can be educationally successful.

21. Reviews student work and makes appropriate remarks.

22. Uses performance data to place students in classes.

[I.C.1P] Establishes high expectations for student achievement which are directly communicated to teachers.

23. Provides resources to meet instructional needs.

24. Models high expectations to teachers through own behavior.

25. States expectations through direct communication at faculty meetings or in teacher conferences.

26. Suggests specific strategies for improving student performance.

27. Requires unsatisfactory student work to be repeated and/or reevaluated.

28. Reviews teacher grade distribution.

[I.C.2P] Establishes clear rules and expectations for the use of time allocated for instruction.

29. Monitors to insure that students are in class on time.

30. Insures that class periods are generally free from disruptions (e.g., P.A. announcements, runners).

31. Limits non-instructional activities during class time.

32. Emphasizes "on task" behavior during instructional time.

33. Promotes classroom instruction that is appropriate to learners' needs.

[I.C.3P] Supports social and intellectual activities in the school.

34. Implements "fun" social activities.

35. Provides for well planned student assemblies (e.g., AFS, debate team performances, etc.)

36. Promotes social interaction to encourage cooperation and teamwork.

37. Sponsors academic contests related to school's instructional program.

38. Supports school and classroom activities that emphasize problem solving and decision-making skills.

[I.C.4P] Establishes, implements, and evaluates procedures and codes for preventing, handling, and correcting discipline problems.

39. Establishes with teachers and students (as appropriate) rules for student conduct.

40. Works with students and teachers to establish incentives for appropriate student behavior.

41. Develops with teacher(s) and student(s) (as appropriate) procedures for handling violations.

42. Discusses with teachers effective classroom management skills.

43. Publishes rules for student conduct and procedures for handling violations.

44. Disseminates discipline policies, rules, and procedures to students, teachers, and/or parents.

45. Uses positive preventive approaches to discipline.

46. Is firm and fair in handling discipline problems.

47. Demonstrates respect and caring toward students being disciplined.

48. Follows due process in disciplining students.

49. Identifies violations of disciplinary rules and procedures with teacher(s).

50. Reviews disciplinary referrals and/or suspension records with professional staff member(s).

51. Documents disciplinary referrals as to source, type, disposition, and persons involved.

52. Monitors teacher enforcement of student disciplinary rules or procedures.

53. Assesses with teachers, staff, and/or students the effectiveness of codes or procedures and recommends needed changes.

54. Reviews with faculty and/or staff procedures for correcting disciplinary problems.

**ORGANIZATIONAL MANAGEMENT**

[II.A.1P] Establishes workable administrative procedures.

55. Secures teacher and staff agreement to existing procedures.

56. Monitors existing procedures for handling school problems.

57. Develops procedures for working with emerging problems.

[II.A.1P] Implements and maintains legal and workable administrative procedures.

58. Delegates work responsibilities appropriately and attends to essential administrative details.

59. Uses organizational structure (e.g., departments, grade level committees) to achieve school goals.

60. Attends to legal requirements and procedures.

61. Manages his/her time effectively.

[II.B.1P] Develops and/or implements a system of reporting, record-keeping, written communications, and accounting.

62. Maintains a system for keeping attendance records.

63. Monitors the system for collecting, accounting, and disbursement of funds.

64. Maintains a system for recording communications sent and received.

[II.B.2P] Arranges the use of shared equipment or facilities to benefit the school program.

65. Monitors use of library by teachers, classes, and individual students.

66. Monitors use of equipment (e.g., filmstrip projectors, record players, computers, etc.)

67. Encourages use of special facilities (e.g., auditorium, gym, art, kitchen) by other than primary users.

68. Makes room assignments consistent with instructional needs.

[II.B.3P] Establishes and/or implements procedures to improve, modify, and/or make repairs to school plant facilities and/or equipment.

69. Insures that exterior of the building has cared for, pleasing, and clean appearance.

70. Insures that interior of the building has pleasing and clean appearance.

71. Promptly requests that needed repairs or modifications to school plant facilities be completed.

72. Follows up requests for repairs or modifications to school plant facilities as necessary.

[II.B.4P] Establishes and/or maintains safety and security arrangements for school plant facilities and equipment.

73. Provides instructions for locking doors, securing equipment and office records.

74. Insures that facilities for storing AV equipment, computer equipment, gym equipment, and teacher workroom supplies are secured.

75. Secures and limits access to hazardous materials and/or equipment.

76. Monitors equipment for misuse, unsafe conditions, etc.

77. Posts fire drill and emergency procedures in classrooms and other conspicuous places.

**COMMUNICATION AND INTERPERSONAL RELATIONS**

[III.A.1P] Provides for systematic, two-way communication with teachers and staff.

78. Establishes and uses decision-making structures (e.g., staff advisory councils, committee of team leaders).

79. Regularly meets and confers with individual teachers and staff members.

80. Is available on short notice for individual and group conferences.

81. Develops collegial role with teachers and professional staff members.

[III.A.1P] Provides for systematic, two-way communication with parents and the community.

82. Provides opportunities for interaction with parent groups.

83. Schedules information exchange meetings with community groups

84. Publishes written communication to parents that includes provision for feedback.

85. Provides for parent-teacher conferences.

[III.A.2P] Communicates with teachers and staff.

86. Relates to teachers and staff in comfortable ways and shows support for others through use of voice, expressions of genuine concern, and physical presence.

87 Follows up on communications to meet teacher needs.

88. Uses school newsletter, departmental meetings, faculty meetings, etc., to communicate with teachers and staff.

89. Gives positive feedback to teachers about their accomplishments.

90. Emphasizes mutual professional concerns in communication with teachers and/or staff members.

[III.A.2P] Communicates with parents/community.

91. Relates to parents in comfortable ways showing support through use of voice and expressions of concern.

92. Follows up on communications to meet parent needs.

93. Uses innovative procedures (e.g., school code-a-phone, mechanical absentee contact, etc.) to communicate with parents and community.

94. Uses mass communication methods (e.g., school newsletter, community newsletter, speaking opportunities or video recordings) with parents or community.

95. Gives appropriate feedback to parents regarding the behavior, successes, and/or accomplishments of their child.

96. Gives positive feedback to parents regarding their contributions to the school.

[III.A.2P] Communicates with other administrators/supervisors.

97. Communicates directly with other administrators/supervisors about educational issues.

98. Shares ideas and/or school resources with other administrators/supervisors.

99. Demonstrates ability to affiliate with and persuade others with regard to professional issues.

[III.A.3P] Manages conflict with teachers, staff, parents, and/or other administrators/supervisors.

100. Approaches conflict in a constructive manner.

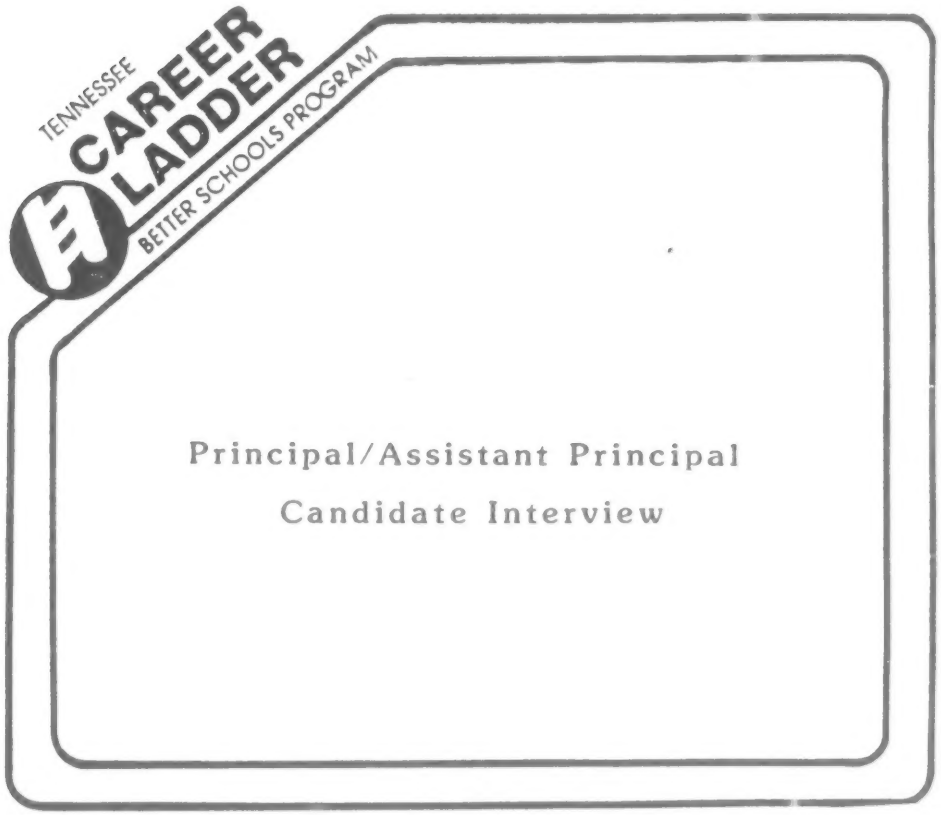
101. Analyzes conflict effectively.

102. Uses appropriate skills (e.g., listening, clarifying, mediating).

103. Seeks solutions which address the needs of persons in conflict.

*** These symbols identify the Domain of Competency and the Performance Indicator being measured by the item stated.**

ADMINISTRATOR/SUPERVISOR EVALUATION SYSTEM




# Principal/Assistant Principal
# Candidate Interview

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TENNESSEE DEPARTMENT OF EDUCATION

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**IV.A.3P Develops, uses, and evaluates ideas and/or innovative approaches to improve job performance.**

---

This question set relates to approaches for improving <u>your</u> job performance.

1. Do you have a plan for systematically assessing and improving <u>your</u> job performance?

2. Where do you get ideas about innovative approaches for improving <u>your</u> job performance?

   **Listen For:**
   - 0 Professional literature
   - 0 Workshops/conferences
   - 0 Informal meetings with colleagues

3. Think of a recent example of an innovative approach that you have tried for improving <u>your</u> job performance. Tell me what it was, what problem this new behavior solved, and how you went about using it.

4. How did you evaluate this idea when you had implemented it? Did you make any modifications based on the evaluation?

5. What have you done to maintain this new behavior? How do you check to insure that the problem you originally intended to solve is no longer a problem?

IV.A.3P

Response Scale 1

Scale Points

1 Candidate does not offer any indication of actively seeking innovative approaches for improving job performance.

2 Candidate tries new ideas, but has no systematic plan for skills improvement.

3 Candidate has a systematic plan for skills improvement. Candidate adjusts new ideas to fit into his/her specific situation.

4 All of Point 3 plus candidate evaluates implementation of innovative approach.

5 All of Point 4 plus candidate has integrated into regular behavior, an innovative approach to improve some aspect of his/her job performance.

---

**I.A.2P Insures that school and classroom activities are consistent with school instructional goals and objectives.**

---

This set of questions relates to instructional goals and objectives. In the context of this interview we shall define instructional goals as broad program outcomes (e.g., citizenship, the ability to read, to solve mathematical problems, to become physically coordinated). Instructional objectives refer to that specific knowledge, skill, attitude, or behavior which students are expected to acquire. Instructional activities are those procedures used to help students acquire the knowledge, skill, attitude, or behavior expected of them.

1. Do you have a statement of current instructional goals and objectives for your school? Will you tell me three goals and related objectives?

   **Listen For:**
   - 0 Statement in school handbook
   - 0 Memos to staff
   - 0 Communications to parents
   - 0 Specific goals and objectives

2. Please describe some schoolwide activities that relate to these instructional goals.

3. How do you insure that classroom activities are consistent with these instructional goals and objectives. Give me an example of what you do.

   **Listen For:**
   - 0 Observations in classrooms
   - 0 Meetings with grade level teams/ department chairpersons
   - 0 Checking class planbooks
   - 0 Scheduling of extracurricular activities
   - 0 Regular monitoring of activities

4. How do you insure that activities within classrooms at the same grade level are comparable in helping students attain school instructional goals and objectives?

5. How do you insure that activities between grades are consistent with school instructional goals and objectives?

   **Listen For:**
   - 0 Grade to grade articulation
   - 0 Meetings of between-grade teachers
   - 0 Regularity/frequency of checks

6. How do you evaluate the degree to which these activities are consistent with goals and objectives?

   **Listen For:**
   - 0 Variety of evaluation techniques

I.A.2P

Response Scale 2

Scale Points

---

1 Candidate is unable to explain relationship between instructional goals and objectives and any activity.

2 Candidate provides minimal evidence that schoolwide activities are consistent with instructional goals and objectives and that sporadic monitoring occurs.

3 Candidate insures that activities in classes at same grade level are consistent with school's instructional goals and objectives. Candidate monitors regularly, especially if this function is delegated to staff.

4 Candidate insures that activities in classes at same grade level are comparable and that activities from grade to grade are consistent with school's instructional goals and objectives. Candidate monitors frequently and regularly especially if this function is delegated to staff.

5 All of Point 4 plus candidate uses multiple techniques to evaluate the degree of consistency between school's instructional goals and objectives and grade/class activities.

---

**Goal #1**
**Objective/Activity**
1.
2.

**Goal #2**
**Objective/Activity**
1.
2.

**Goal #3**
**Objective/Activity**
1.
2.

## Question Set 3

---

**I.A.3P Evaluates progress toward instructional goals and objectives and makes needed adjustments.**

---

Let us continue our discussion by focusing more closely on how you evaluate progress toward instructional objectives. Keep in mind that we are talking about program evaluation, not personnel evaluation and that goals refer to broad program outcomes and that instructional objectives refer to that specific knowledge, skill, attitude, or behavior which students are expected to acquire.

1. Consider the objectives which you stated in the previous question set or select other instructional objectives. Please describe the process you used to evaluate your success in achieving these objectives.

   Listen For:
   - Multiple evaluation strategies
   - Appropriateness of strategies
   - Comprehensiveness of evaluation process
   - 0 Multiple data sources

2. How did you use the results of this evaluation to alter your strategies for achieving your objectives?

   Listen For:
   - 0 Uses evaluation data
   - 0 Adjustments in objectives
   - 0 Adjustments in strategies for achieving objectives

3. How did you monitor implementation of these changes?

I.A.3P

**Response Scale 3**

**Scale Points**

---

1 Candidate is aware of instructional objectives that need to be evaluated.

2 Candidate completes evaluation of instructional objectives.

3 Candidate uses two or more sources in evaluating progress toward instructional objectives.

4 All of Point 3 plus candidate modifies instructional objectives or strategies based on evaluation data.

5 All of Point 4 plus candidate monitors modification to ensure effective implementation.

---

**I.B.2P Bases instructional program development on sound research and practice.**

---

As we move now to the next question set, let us focus on changes that you have made in the instructional program at your school.

1. Give an example of a recent instructional program change that your school has initiated. It does not have to be a state mandated change such as Basic Skills.

2. Why did you choose to initiate this change?

   **Listen For:**
   - 0 Fit with school/district goals
   - 0 Evaluation data

3. Where did you get information about this change?

   **Listen For:**
   - 0 Professional journals
   - 0 Research publications
   - 0 Central office recommendations
   - 0 Professional colleagues

4. Did you consider this change within the context of teaching practices at your school? How?

5. How does this new or modified program fit with the other instructional objectives and strategies in your school? How did you monitor implementation to insure that the change could be successful?

   **Listen For:**
   - 0 Adaptation based on school context
   - 0 Sensitivity to fit between change and other parts of school curriculum

I.B.2P

Response Scale 4

**Scale Points**

1 Candidate only adopts district program and relies on district expertise in research and practice.

2 Candidate considers existing school objectives and goals before implementing suggested changes.

3 Candidate studies current research and practice before adopting changes.

4 Candidate modifies program based on current research and practice.

5 All of point 3 and 4 plus candidate monitors changes implemented to increase probability of success.

---

**I.B.4P Develops and/or uses appropriate procedures and criteria for evaluating the instructional program.**

---

Let us now focus on the procedures used to evaluate the instructional program at your school.

1. Does your system have a procedure for evaluating school instructional programs? Is the use of that procedure mandated? Have you tried to influence the central office's evaluation program? How?

   **Listen For:**
   - 0 Recommendations for evaluation procedures
   - 0 Communications to staff concerning evaluation
   - 0 Rationale for collection of comprehensive evaluation data

2. Have you conducted a recent evaluation of the instructional program at your school which goes beyond any mandated evaluation? What procedure and criteria did you use in the evaluation of your instructional program?

   **Listen For:**
   - 0 Text analysis
   - 0 Teachers' observation of program
   - 0 Student and parent input
   - 0 Test results
   - 0 Curriculum alignment
   - 0 Manageability
   - 0 Variety of data sources

3. How did you insure that these procedures supplemented district procedures and criteria?

4. How frequently and in what ways did you communicate the results to your staff, parents, and others? What did you do to help them understand?

   **Listen For:**
   - 0 Letters to parents
   - 0 Faculty meeting agendas/minutes
   - 0 Consultant help

5. How did you apply these findings?

   **Listen For:**
   - 0 Adjustments to instructional program
   - 0 Monitoring of changes

6. How frequently do you monitor any changes made?

I.B.4P

Response Scale 5

| Scale Points | |
|---|---|
| 1 | Candidate complies with district program evaluation requirements. |
| 2 | Candidate complies with district evaluation requirements and tries to influence the district requirements. |
| 3 | Candidate complies with district evaluation requirements, seeks supplementary evaluation information and provides interpretation to teachers, parents, and others. |
| 4 | Candidate provides evidence of developing and/or using appropriate procedures and multiple data sources/criteria for evaluating the instructional program; provides interpretations to teachers, parents, and others. |
| 5 | Candidate provides evidence of developing and/or using appropriate procedures, and multiple data sources/criteria for evaluating the instructional program changes to overcome areas of weakness. Provides interpretations to teachers, parents, and others. Monitors changes frequently. |

## Question Set 6

---

**I.C.1P** **Establishes high expectations for student achievement which are directly communicated to students and teachers.**

---

This question set is related to your expectations for student achievement and how these expectations are communicated.

1. Tell me about any schoolwide instructional policies, procedures, or goals that all students are expected to follow or attain?

   **Listen For:**
   - 0 Minimum competencies
   - 0 Eligibility statements (i.e., for honor roll, awards, athletics)

2. How do you monitor teachers to insure that these expectations are being communicated to all students?

   **Listen For:**
   - 0 Faculty meetings
   - 0 Teacher conferences
   - 0 In-service training

3. How do you help an individual teacher who is not communicating these expectations to all students in the classroom?

4. How do you communicate these expectations to students?

   **Listen for:**
   - 0 Recognition of accomplishments
   - 0 Conferences with groups and individual students
   - 0 Conferences with parents

5. Discuss ways that you offer recognition to high-achieving students for academic success? To non-high achievers for academic success?

   **Listen For:**
   - 0 Recognition of high achievers
   - 0 Recognition of non-high achievers

6. What recognition do you offer for student achievement in non-academic areas?

I.C.1P

**Response Scale 6**

**Scale Points**

---

1 Candidate provides no evidence of instructional policies/ procedures/goals that stipulate expectations for all students.

2 Candidate provides evidence of schoolwide instructional policies/procedures/goals that stipulate expectations for all students.

3 Candidate provides evidence of high expectations and frequent use of routine methods of communicating them (e.g., pep talks, memos, faculty meeting remarks, etc.).

4 All of Point 3 plus evidence of in-depth work with individuals and groups of teachers to examine perceptions and behavior in regard to expectations.

5 All of Point 4 plus candidate provides evidence of many and varied means for communicating high achievement expectations (both academic and non-academic) for all ability levels to students, teachers, parents, and community.

---

**I.C.4P Establishes, implements, and evaluates with teachers and students (as appropriate) procedures and codes for preventing, handling, and correcting discipline problems.**

---

The next question set relates to school disciplinary policies and practices.

1. Is there a written discipline policy at your school? How is it developed and disseminated?

   **Listen For:**
   - 0 Handbook
   - 0 Code of Conduct
   - 0 Memos to students/faculty

2. How do you insure that this policy is put into practice in classrooms? In non-instructional settings?

3. What do you, your faculty, and students do to prevent discipline problems from occurring? Are these practices common across the building?

4. How is appropriate student conduct recognized or reinforced?

5. How do you evaluate the effectiveness of your discipline procedures?

   **Listen For:**
   - 0 Consistency
   - 0 Equity
   - 0 Feasibility
   - 0 Encourages self-responsibility
   - 0 Solicits input from teachers, students, and parents
   - 0 Sensitivity to community reaction

## Response Scale 7

**Scale Points**

1 Candidate provides evidence of minimal compliance with district regulations.

2 Candidate provides evidence of establishment and implementation of schoolwide discipline policy and procedures.

3 Candidate indicates collaboration with teachers and students (as appropriate) in the establishment and implementation of schoolwide discipline policy and procedures and reinforcement of policies by in-class procedures/rules.

4 All of Point 3, plus evidence of emphasis on preventive rather than punitive measures.

5 All of Point 4, plus evidence of evaluation of effectiveness of discipline plan.

---

**II.A.3P Seeks and/or provides clarification, as appropriate, of federal, state, and local school system policies and rule interpretations when making decisions and/or recommendations.**

---

This set of questions relates to policies, rules, and regulations that govern school practices.

1. What regulatory bodies govern school practice?

   **Listen For:**
   - 0 District office
   - 0 State Board of Education
   - 0 National Labor Relations Board
   - 0 Legislature

2. How do you receive information about policies and rules interpretation? What do you do with these interpretations?

   **Listen For:**
   - 0 Rules, regulations, minimum standards
   - 0 Comprehensive Education Reform Act
   - 0 District memos
   - 0 Policy statements from regulatory bodies
   - 0 Tennessee Code Annotated

3. Have you established a procedure for collecting and updating policy interpretation files to insure that your decisions reflect current policy? How does the procedure help you disseminate information to others?

4. What procedures does your district have for helping you get clarification of policies? How have you used these procedures?

5. How do you insure that your staff knows about policies or rules that affect their job performance?

6. How do you insure that your decisions are not in violation of law or policy?

   **Listen For:**
   - 0 Use of information
   - 0 Solicits information from appropriate district official

II.A.3P

**Response Scale 8**

Scale Points

---

1 Candidate is aware of several levels of regulatory bodies that govern the relationship of school/district to school employees and students.

2 Candidate receives and may disseminate indiscriminately policy statements/rule interpretations. Maintains policy file.

3 Candidate describes adequate procedures for getting help in rule/policy interpretation and is aware of district procedures for providing additional information. Also, candidate provides clarification to school staff as appropriate.

4 All of Point 3 plus candidate has procedures for checking appropriateness/correctness of his/her own decisions.

5 All of Point 4 plus candidate has established a procedure for clarifying policy decisions and other directives that influence decision making. The procedure permits dissemination of information to appropriate others on a timely basis.

## Question Set 9

---

**II.C.1P Reviews and determines the utilization of personnel based on their capabilities and contributions and staffing needs as determined by school goals and objectives.**

---

An important area of consideration relates to assignment and utilization of faculty. We will address that issue in this question set.

1. What procedures do you use to review the qualifications, background, interests, and achievements of your faculty? How often do you do this?

2. What information is used to review and determine the faculty assignments within your school?

   **Listen For:**
   - 0 Demographic data
   - 0 Enrollment projections
   - 0 Certification of personnel
   - 0 Teacher requests
   - 0 Program and student needs
   - 0 Teacher capability
   - 0 Delegation/monitoring of delegated responsibility

3. How do you insure that personnel placements help you achieve the instructional goals/objectives of the school?

4. Are you able to take advantage of special skills, knowledge, or interests of faculty members in order to meet needs of the student body as a whole? Describe a case in which this "special opportunity" was met.

5. How do you anticipate changes that will influence your ability to meet the school goals and objectives? What steps do you take to prepare your school/staff for these changes?

   **Listen For:**
   - 0 Staff development
   - 0 Needs assessments
   - 0 Influence of shifts in local/national priorities

II.C.1P

**Response Scale 9**

**Scale Points**

---

1 Candidate provides evidence of faculty assignments based on certification and/or student enrollment.

2 Candidate provides evidence of staff assignment based on numerical data (e.g., demographic, enrollment projections) and/or assessment of teacher capability and interest, in addition to certification.

3 Candidate provides evidence of utilization of the above data to establish staffing practices that most effectively meet goals and objectives of the school and is able to link special teacher resources/interests with needs of school group not normally assigned to the teacher.

4 All of point 3 plus shows concern for future program needs and the possiblity of future staff development to meet those needs.

5 All of Point 4 plus evidence of staff development in progress to meet anticipated needs.

## Question Set 10

---

**II.C.3P Develops and/or implements a fair, consistent, and effective program of teacher evaluation.**

---

As a follow-up to the previous question set, you will now be asked to respond to items on teacher evaluation.

1. Tell me about your teacher evaluation system.

   **Listen For:**
   - 0 Differences between new and tenured staff
   - 0 Measures above and beyond those imposed by the school system.

2. Describe the documentation generated by your system.

   **Listen For:**
   - 0 Appointment memorandums
   - 0 Agreement on evaluation focus
   - 0 Periodic evaluation forms

3. Who else do you regularly involve in your evaluations?

   **Listen For:**
   - 0 Instructional supervisor
   - 0 Department heads
   - 0 Assistant administrators

4. What kind of follow-up is built into the system?

   **Listen For:**
   - 0 Evaluation of formerly agreed-upon goals
   - 0 Clinical supervision approach
   - 0 In-service programs for improving teacher capabilities

5. How do you evaluate the effectiveness of your teacher evaluation program?

   **Listen For:**
   - 0 Procedures used
   - 0 Input from teachers
   - 0 Input from central office staff
   - 0 In-service related program
   - 0 Improved performance of teachers

II.C.3P

**Response Scale 10**

**Scale Points**

---

1 Candidate complies with district teacher evaluation requirements/use of standard periodic evaluation form.

2 All of Point 1 plus candidate uses personnel appropriately and monitors new and/or marginal teachers.

3 All of Point 2 plus candidate uses additional resources including informal classroom observation data.

4 All of Point 3 plus use of multiple measures, reevaluation, and follow-up.

5 All of Point 4 plus the candidate has evaluated the effectiveness of the teacher evaluation system.

---

**III.A.2P Communicates with teachers, staff, parents, and other administrators/supervisors.**

---

This set of questions focuses on communication with teachers and others.

1. How do you communicate with teachers and staff, students, parents, and community, as groups?

   **Listen For:** Variety and comprehensiveness of examples, such as:
   - 0 Memos, phone calls
   - 0 Releases to community agencies
   - 0 Newsletter, internal and external
   - 0 Parent appointments
   - 0 Student assemblies
   - 0 Class meetings

2. Are these communications regular, or carried out as needed?

3. How do you insure that individuals or groups, who need to, can get messages to you?

   **Listen For:**
   - 0 Accessibility
   - 0 Encouragement of two-way communication
   - 0 Suggestion boxes
   - 0 Regular community opinion survey

4. When making a decision, how do you insure that you have solicited the opinions of the appropriate people?

5. How do you communicate with other principals in your school district?

6. How do you evaluate the effectiveness of your communication strategies?

III.A.2P

**Response Scale 11**

**Scale Points**

---

1 Candidate provides no evidence of systematic communications.

2 Candidate provides evidence of routine communications network. Largely one-way communication with faculty, students, and parents and evidence of mechanisms for non-regular and upward communication.

3 Candidate provides evidence of routine communications network. Wide variety of communication strategies for faculty, students, and parents and evidence of mechanisms for non-regular and upward communication.

4 Candidate provides evidence of varied and comprehensive communications channels. Evidence of high visibility and accessibility of the principal. Actively solicits opinions of all constituencies. Evidence of networking with colleagues in other schools.

5 All of Point 4 plus evidence of evaluation of effectiveness and/or range of communication strategies.

**III.A.3P Manages conflict with teachers, staff, parents, and other administrators/supervisors.**

This last set of questions will address conflict or disruptive differences among people and how they are handled.

1. How do you manage conflicts with other members of the professional staff? With parents?

   **Listen For:**
   - 0 Defensive behaviors
   - 0 Indications of positive attitudes
   - 0 Openness
   - 0 Indication of trust in constituents to be reasonsble

2. What are the primary causes of those conflicts you experience and/or manage?

   **Listen For:**
   - 0 Unreasonable use of authority
   - 0 Unmet expectations
   - 0 Need for recognition

3. What skills do you use to manage a conflict between/among people?

   **Listen For:**
   - 0 Listening
   - 0 Empathizing
   - 0 Confronting
   - 0 Smoothing
   - 0 Avoidance

4. What goals do you strive for in managing your and/or others' conflicts?

   **Listen For:**
   - 0 Quick resolution of the conflict
   - 0 Achieving fairness
   - 0 Preventing future conflict
   - 0 Improving understanding among those in conflict

5. How do you evaluate the success of your efforts to manage conflict?

   **Listen For:**
   - 0 Non-recurrance of the conflict
   - 0 Accepting behavior of the participants
   - 0 Improved working relationships between/among conflicting persons

III.A.3P

**Response Scale 12**

**Scale Points**

---

1 Candidate ignores or avoids conflict.

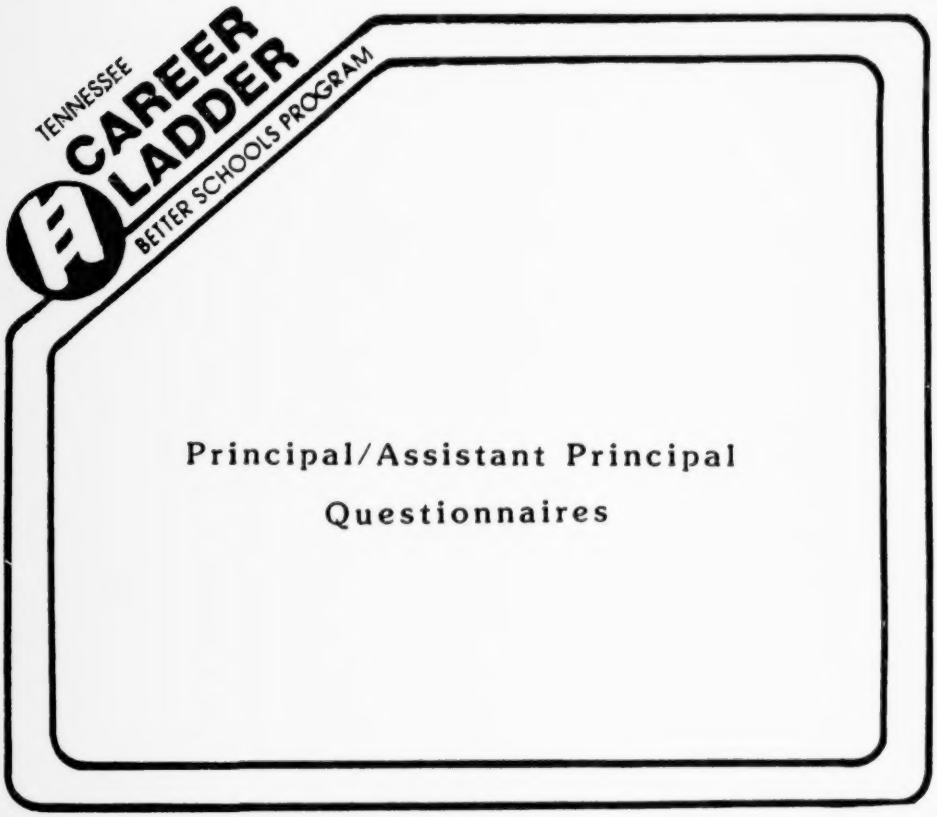
2 Candidate responds to conflict reactively; exhibits limited skills in conflict resolution.

3 Candidate reacts to conflict and uses a variety of skills for conflict resolution/management.

4 Candidate responds to conflict but avoids destructive conflict by using broad-based communication skills and manages conflicts using a variety of other skills/strategies appropriate to the situation.

5 Candidate successfully analyses conflict situations, identifies potential courses of action and uses a variety of techniques to secure a mutually acceptable resolution of conflict. Also follows up to monitor implementation of agreements reached.

ADMINISTRATOR/SUPERVISOR EVALUATION SYSTEM




**Principal/Assistant Principal**

**Questionnaires**

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TENNESSEE DEPARTMENT OF EDUCATION

TENNESSEE CAREER LADDER PROGRAM
ADMINISTRATOR/SUPERVISOR EVALUATION SYSTEM
ELEMENTARY STUDENT QUESTIONNAIRE

| PRINCIPAL'S/ASSISTANT PRINCIPAL'S NAME | FORM EP |
|---|---|
| SCHOOL NAME | |

| | Almost Never | Sometimes | Usually | Don't Know |
|---|---|---|---|---|
| 1. Does your principal talk with students? | | | | |
| 2. Does your principal listen to students? | | | | |
| 3. Is your principal interested in how well you do in your school work? | | | | |
| 4. Does the principal help you understand the school rules for how to behave? | | | | |
| 5. Are the rules for all students? | | | | |
| 6. Do students get in trouble if they don't follow the rules? | | | | |
| 7. Is your principal fair to students? | | | | |
| 8. Do you feel safe at school? | | | | |
| 9. Does your school have special fun activities for students? | | | | |
| 10. Do you understand what your principal says to you? | | | | |
| 11. Does your principal make sure that school equipment is kept safe (locked up when not being used)? | | | | |



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# TENNESSEE CAREER LADDER PROGRAM
# ADMINISTRATOR/SUPERVISOR EVALUATION SYSTEM
# SECONDARY STUDENT QUESTIONNAIRE

ED-2524

FORM SP

PRINCIPAL'S/
ASSISTANT PRINCIPAL'S NAME _____

SCHOOL NAME _____

This principal/assistant principal:

| | RARELY | SOMETIMES | ABOUT HALF THE TIME | USUALLY | ALMOST ALWAYS | DON'T KNOW |
|---|---|---|---|---|---|---|
| 1. Expects students to do well in their work. | R | S | H | U | A | DK |
| 2. Supports social activites in this school such as field days, talent shows, and pep rallies. | R | S | H | U | A | DK |
| 3. Supports academic activities in the school such as foreign affairs seminars, math contests, and forensic tournaments. | R | S | H | U | A | DK |
| 4. Works with students to make rules for handling discipline problems. | R | S | H | U | A | DK |
| 5. Follows rules for handling discipline problems. | R | S | H | U | A | DK |
| 6. Sees that school buildings and equipment are locked up when not in use. | R | S | H | U | A | DK |
| 7. Communicates with parents and the community. | R | S | H | U | A | DK |
| 8. Involves parents and the community in school. | R | S | H | U | A | DK |
| 9. Treats students fairly. | R | S | H | U | A | DK |
| 10. Speaks in a way that students understand. | R | S | H | U | A | DK |

# TENNESSEE CAREER LADDER PROGRAM
# ADMINISTRATOR/SUPERVISOR EVALUATION SYSTEM
# PROFESSIONAL STAFF QUESTIONNAIRE

ED-2523

FORM PSP

Your response to this document is very important and deserves your serious consideration. The information that you provide furnishes a significant part of your principal's/assistant principal's evaluation and is critical to his/her Career Ladder success. The questions that you will be considering cover the four domains of competencies that are a vital part of every principal's evaluation.

Questions 1 - 14 relate to Instructional Leadership
Questions 15 - 24 relate to Organizational Management
Questions 25 - 33 relate to Communication and Interpersonal Relations
Questions 34 - 38 relate to Professional Growth and Leadership
Questions 39 - 43 relate to Basic Communication Skills*

Please give proper attention to each question. Completely bubble in the circle which corresponds to the category that best describes how frequently the principal/assistant principal performs this function. Fill in the DK for Don't Know.

This principal/assistant principal:

| | RARELY | SOMETIMES | ABOUT HALF THE TIME | USUALLY | ALMOST ALWAYS | DON'T KNOW |
|---|---|---|---|---|---|---|
| 1. Involves teachers in developing school instructional goals and objectives. | R | S | H | U | A | DK |
| 2. Involves teachers in implementing school instructional goals and objectives. | R | S | H | U | A | DK |
| 3. Insures that school and classroom activities are consistent with school instructional goals and objectives. | R | S | H | U | A | DK |
| 4. Insures that the school's instructional program is based on sound educational research and practice. | R | S | H | U | A | DK |
| 5. Plans with teachers a variety of instructional programs to meet individual learning needs. | R | S | H | U | A | DK |
| 6. Involves teachers in implementing the school's instructional programs. | R | S | H | U | A | DK |
| 7. Implements procedures for evaluating instructional programs. | R | S | H | U | A | DK |
| 8. Communicates high expectations of academic standards to students and teachers. | R | S | H | U | A | DK |
| 9. Supports school social activities for students. | R | S | H | U | A | DK |
| 10. Supports intellectual activities for students. | R | S | H | U | A | DK |
| 11. Establishes with teachers clear expectations for time allocated to instruction. | R | S | H | U | A | DK |
| 12. Establishes with students procedures and rules for handling discipline problems. | R | S | H | U | A | DK |
| 13. Implements with students procedures and rules for handling discipline problems. | R | S | H | U | A | DK |
| 14. Implements with teachers procedures and rules for handling discipline problems. | R | S | H | U | A | DK |
| 15. Establishes administrative procedures for the school. | R | S | H | U | A | DK |
| 16. Implements administrative procedures for the school. | R | S | H | U | A | DK |
| 17. Applies administrative procedures consistently. | R | S | H | U | A | DK |
| 18. Arranges the use of shared equipment and facilities to benefit the school program. | R | S | H | U | A | DK |
| 19. Implements a plan for improving, modifying and/or making repairs to school facilities. | R | S | H | U | A | DK |
| 20. Assures the safe operation of school equipment. | R | S | H | U | A | DK |
| 21. Assures security of school facilities and equipment. | R | S | H | U | A | DK |
| 22. Orients teachers and staff to school programs and school procedures. | R | S | H | U | A | DK |
| 23. Implements a fair, consistent and effective program for evaluating teachers. | R | S | H | U | A | DK |
| 24. Assists teachers in developing individual professional growth plans based on evaluation results. | R | S | H | U | A | DK |
| 25. Provides for systematic, two-way communication with teachers and staff. | R | S | H | U | A | DK |

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| | RARELY | SOMETIMES | ABOUT HALF THE TIME | USUALLY | ALMOST ALWAYS | DON'T KNOW |
|---|---|---|---|---|---|---|
| 26. Provides for systematic, two-way communication with parents and the community. | R | S | H | U | A | DK |
| 27. Communicates with school system administrators, supervisors, teachers and/or staff. | R | S | H | U | A | DK |
| 28. Communicates with parents and/or the community. | R | S | H | U | A | DK |
| 29. Effectively manages conflict with other administrators, supervisors, teachers and staff. | R | S | H | U | A | DK |
| 30. Effectively manages conflict with parents and teachers. | R | S | H | U | A | DK |
| 31. Utilizes effective strategies for involving teachers and staff in school decision making. | R | S | H | U | A | DK |
| 32. Demonstrates fair and equitable treatment of teachers, staff and students. | R | S | H | U | A | DK |
| 33. Considers interest and needs of teachers and staff in establishing work routines and requirements for school duties. | R | S | H | U | A | DK |
| 34. Considers new ideas and innovative approaches to improve personal job performance. | R | S | H | U | A | DK |
| 35. Actively participates in professional organizations. | R | S | H | U | A | DK |
| 36. Disseminates ideas and information to other professionals. | R | S | H | U | A | DK |
| 37. Arrives on time for daily school opening, meetings, or other scheduled activities. * | R | S | H | U | A | DK |
| 38. Exhibits professional conduct while in contact with teachers, other professionals, and students. * | R | S | H | U | A | DK |
| 39. Writes legibly. * | R | S | H | U | A | DK |
| 40. Organizes written communications appropriately. * | R | S | H | U | A | DK |
| 41. Writes clearly and correctly. * | R | S | H | U | A | DK |
| 42. Organizes oral information appropriately. * | R | S | H | U | A | DK |
| 43. Speaks clearly and correctly. * | R | S | H | U | A | DK |

* Minimum competency item.

**TENNESSEE CAREER LADDER PROGRAM**
**ADMINISTRATOR/SUPERVISOR EVALUATION SYSTEM**
**Principal/Assistant Principal Questionnaire**
**[Peer]**

**INSTRUCTIONS:**

Use this scale to mark the separate answer form. Start with number 1 under the heading, Tennessee Career Ladder Evaluation System. Completely bubble in the numbered circle which corresponds to the category that best describes your answer to that item. Fill in the "X" circle for Don't Know. Follow the same procedure with the other items. **Use a #2 soft lead pencil.**

| | |
|---|---|
| **1 = Rarely** | **4 = Usually** |
| **2 = Sometimes** | **5 = Almost Always** |
| **3 = About Half the Time** | **X = Don't Know** |

This principal/assistant principal:

1. Involves teachers in developing and implementing school instructional goals and objectives.

2. Evaluates progress toward achieving instructional goals and objectives.

3. Plans with teachers a variety of instructional programs to meet individual learning needs.

4. Follows state and local system curricula in developing the school instructional program.

5. Implements procedures for evaluating instructional programs.

6. Supports social activities in school.

7. Supports intellectual activities in the school.

8. Establishes with teachers clear rules and expectations for time allocated to instruction.

9. Establishes with students procedures and rules for handling discipline problems.

10. Implements procedures and rules for handling discipline problems.

11. Establishes and implements administrative procedures for the school.

12. Applies administrative procedures equitably and consistently.

13. Seeks clarification, as appropriate, of federal, state, and local school system policies and rule interpretations when making decisions and/or recommendations.

14. Consistently carries out federal, state, and local school system policies as they apply.

15. Implements a system for reporting, recordkeeping, and accounting within established guidelines.

16. Assures security of school facilities and equipment.

17. Administers school budget(s) based on system regulations, board policies, and legal requirements.

18. Uses staff capabilities as criteria for deciding how to best utilize personnel.

19. Orients teachers and staff to school programs and school procedures.

20. Provides for systematic, two-way communication with teachers and staff.

21. Provides for systematic, two-way communication with parents and the community.

22. Communicates with school system administrators, supervisors, teachers, and staff.

23. Communicates with parents and the community.

24. Manages conflict with other administrators, supervisors, teachers, and staff.

25. Manages conflict with parents and teachers.

26. Demonstrates fair and equitable treatment of teachers, staff, and students.

27. Develops professional skills consistent with job responsibilities.

28. Participates in professional development programs and activities that are not required.

29. Considers new ideas and innovative approaches to improve personal job performance.

30. Actively participates in professional organizations.

31. Disseminates ideas and information to other professionals.

32. Identifies and/or solves issues and problems facing the education profession.

33. Exhibits professional conduct while in contact with teachers, other professionals, and students.*

34. Writes legibly.*

35. Writes clearly and correctly.*

36. Organizes oral information appropriately.*

37. Speaks clearly and correctly.*

38. Reads professionally relevant literature and materials.*

*Minimum Competency Item

**TENNESSEE CAREER LADDER PROGRAM**
**ADMINISTRATOR/SUPERVISOR EVALUATION SYSTEM**
**Principal/Assistant Principal Questionnaire**
**[Superordinate]**

With this questionnaire you have received notice that your colleague is a Career Ladder applicant. You have been identified by him/her as the person to whom he/she is administratively accountable. Please indicate whether you are his/her immediate superior:

**YES** **NO (circle one)**

If you circled "no", please indicate the name, address, and telephone number of the correct person to contact, and return this questionnaire in the enclosed envelope.

Name _____ Phone _____

Address _____
Street City State Zip

If you circled "yes", please answer the following questions according to the instructions provided below and return both the questionnaire and the answer form. Your assistance is most appreciated. Thank you.

**INSTRUCTIONS:**

Use this scale to mark the separate answer form. Start with number 1 under the heading, Tennessee Career Ladder Evaluation System. Completely bubble in the numbered circle which corresponds to the category that best describes the principal's/assistant principal's performance on that item. Fill in the "X" circle for Don't Know. Follow the same procedures with the other items. **Use a #2 soft lead pencil.**

**1 = Unsatisfactory**
**2 = Below Average**
**3 = Average**
**4 = Outstanding**
**5 = Distinguished**
**X = Don't Know**

This principal/assistant principal:

1. Insures that school and classroom activities are consistent with school instructional goals and objectives.

2. Evaluates progress toward instructional goals and objectives and makes needed adjustments.

3. Bases changes in the instructional program on sound research and practice.

4. Incorporates the designated state and/or system curriculum in the development of instructional programs.

5. Develops and/or uses appropriate procedures and criteria for evaluating the instructional program.

6. Establishes high expectations for student achievement.

7. Establishes, implements, and evaluates with teachers and students, as appropriate, procedures and codes for preventing, handling, and correcting discipline problems.

8. Applies administrative procedures equitably and consistently.

9. Seeks and/or provides clarification, as appropriate, of federal, state, and local school system policies and rule interpretations when making decisions and/or recommendations.

10. Develops and/or implements a system of reporting, recordkeeping, written communication, and accounting.

11. Administers school funds in accordance with system regulations, board policies, and legal requirements.

12. Assigns personnel on the basis of school needs as determined by school goals and objectives.

13. Regularly reviews the capabilities and contributions of personnel.

14. Regularly reviews the development needs of staff as determined by school goals and objectives.

15. Implements a teacher evaluation program that is effective for teachers and the school.

16. Communicates with teachers, staff, parents, and other administrators/supervisors.

17. Manages conflict with teachers, staff, parents, and administrators/supervisors.

18. Demonstrates fair and equitable treatment of all teachers, staff, and students.

19. Participates in non-required professional development programs and activities.

20. Develops and/or uses and evaluates ideas and innovative approaches to improve job performance.

21. Takes formal courses related to administrative assignment or advancement.

22. Actively participates in professional organizations.

23. Disseminates ideas and information to other professionals.

24. Maintains accurate and up-to-date records.*

25. Completes assigned tasks on time or within promised deadlines.*

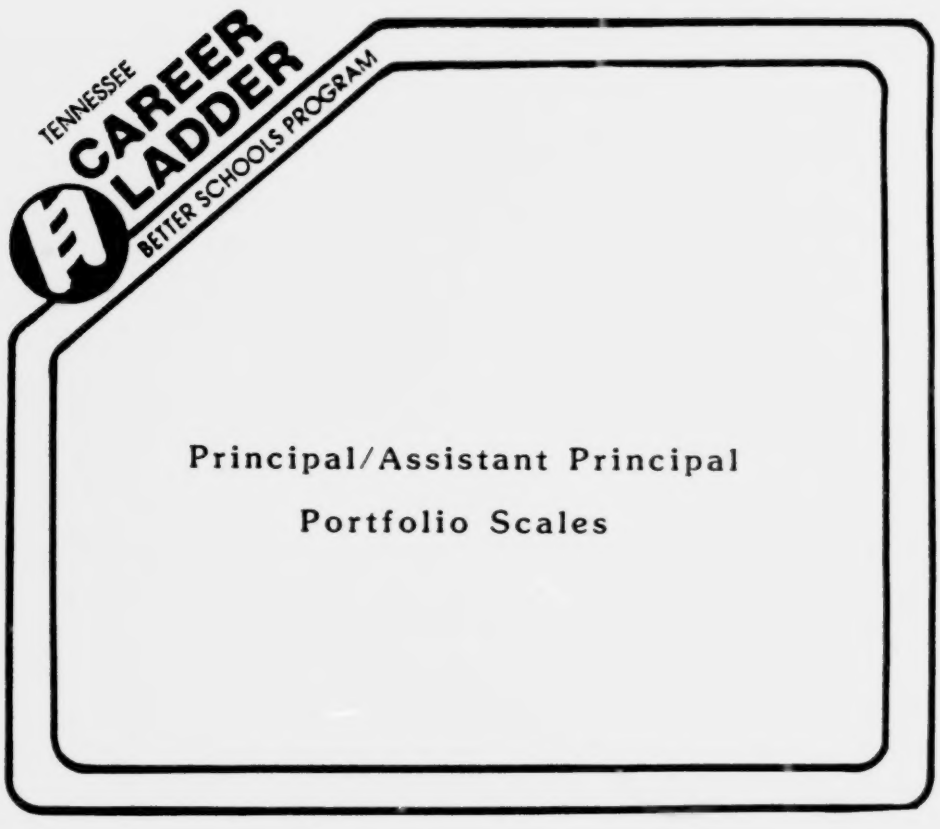
26. Arrives on time for daily school opening, meetings, or other scheduled activities.*

27. Handles daily, routine business effectively.*

28. Uses leave time for its intended and stated purpose.*

***Minimum Competency Item**

ADMINISTRATOR/SUPERVISOR EVALUATION SYSTEM




# Principal/Assistant Principal
# Portfolio Scales

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TENNESSEE DEPARTMENT OF EDUCATION

-110-130

**MEASUREMENT ITEM**

1.

**1.A.1P*** Involves teachers in developing and implementing school instructional goals and objectives.

**DEFINITION**

This item measures the degree to which the candidate regularly and systematically involves teachers in studying, recommending, and helping make decisions about, and develop follow-through activities related to the planning, formulating, implementing, and monitoring of school goals and objectives.

**SCALE**

(1) **Less than satisfactory**: Documentation is absent or shows little involvement of teachers in development and implementation of school instructional goals and objectives.

(2) **Acceptable**: Documentation shows regular involvement of teachers in development and implementation of school instructional goals and objectives.

(3) **Commendable**: Documentation shows regular and systematic involvement of teachers in development and implementation of school instructional goals and objectives.

(4) **Outstanding**: Documentation shows regular and systematic involvement of teachers in development and implementation of school instructional goals and objectives. Candidate also monitors teacher involvement and follows up to insure teacher implementation of goals and objectives.

**MEASUREMENT ITEM**

**2.**

**I.B.1P*** Works with teachers to plan, modify, and implement the instructional program consistent with student needs.

**DEFINITION**

This item measures the degree to which the candidate works with teachers on a regular and systematic basis to develop and organize an instructional program which is in accord with student needs; to change or alter instructional programs based on the assessed needs of students; to facilitate and monitor an instructional program based on the identified needs of students.

**SCALE**

(1) **Less than satisfactory**: Documentation is absent or shows little work with teachers to plan, modify, and implement the instructional program consistent with student needs.

(2) **Acceptable**: Documentation shows regular work with teachers to plan, modify, and implement the instructional program consistent with student needs.

(3) **Commendable**: Documentation shows regular and systematic work with teachers to plan, modify, and implement the instructional program consistent with student needs.

(4) **Outstanding**: Documentation shows regular and systematic work with teachers to plan, modify, and implement the instructional program consistent with student needs. Candidate also monitors the instructional program and helps teachers make needed adjustments.

**MEASUREMENT ITEM**

3.

I.C.2P* Establishes clear rules and expectations for the use of time allocated to instruction.

**DEFINITION**

This item measures the degree to which the candidate regularly and systematically formulates, promotes, implements, and monitors clear rules, regulations, and expectations for the use of instructional time by self and teachers.

**SCALE**

(1) **Less than satisfactory**: Documentation is absent or shows that rules and expectations for use of time allocated to instruction have not been established.

(2) **Acceptable**: Documentation shows regular establishment of clear rules and expectations for use of instructional time.

(3) **Commendable**: Documentation shows regular and systematic establishment of clear rules and expectations to protect instructional time.

(4) **Outstanding**: Documentation shows regular and systematic establishment of clear rules and expectations to protect instructional time. Candidate also monitors own and teachers' use of instructional time.

**MEASUREMENT ITEM**
**4.**
**I.C.3P*** Supports social and intellectual activities to benefit quality school program.

**DEFINITION**

This item measures the degree to which the candidate regularly and systematically gives encouragement to the formation, development, and implementation of social and intellectual activities and monitors and evaluates activities to insure the maintenance of quality programs.

**SCALE**

(1) **Less than satisfactory**: Documentation is absent or shows little support of social or intellectual activities to benefit quality school programs.

(2) **Acceptable**: Documentation shows regular support of social and intellectual activities to benefit quality school programs.

(3) **Commendable**: Documentation shows regular and systematic support of social and intellectual activities to benefit quality school programs.

(4) **Outstanding**: Documentation shows regular and systematic support of social and intellectual activities in the school. Candidate also monitors and evaluates activities to insure maintenance of quality programs.

**MEASUREMENT ITEM**

5.

II.B.2P* Arranges the use of shared equipment and facilities to benefit the school program.

**DEFINITION**

This item measures the degree to which the candidate regularly and systematically makes available through publications, announcements, demonstrations, scheduling, distribution systems, and other means the sharing of equipment and the use of facilities which benefit the entire school program.

**SCALE**

(1) **Less than satisfactory**: Documentation is absent or indicates that arrangements for sharing equipment and facilities are made without considering benefits to the school program.

(2) **Acceptable**: Documentation shows regular arrangements are made for use of shared equipment and facilities which benefit the school program.

(3) **Commendable**: Documentation shows regular and systematic arrangements are made for use of shared equipment and facilities which benefit the school program.

(4) **Outstanding**: Documentation shows regular and systematic arrangements are made for the use of shared equipment and facilities which benefit the school program. Candidate also monitors the use of shared equipment and makes adjustments to assure that program benefit remains a priority consideration.

**MEASUREMENT ITEM**

**6.**

**II.B.3P*** Establishes and/or implements procedures to improve, modify, and/or repair school plant facilities and equipment.

**DEFINITION**

This item measures the degree to which the candidate regularly and systematically establishes and/or implements procedures, through monitoring activities to improve and/or repair school plant facilities and equipment.

**SCALE**

(1) **Less than satisfactory**: Documentation is absent or indicates minimal establishment and/or implementation of procedures to improve, modify, and/or repair school plant facilities and equipment.

(2) **Acceptable**: Documentation shows regular establishment and/or implementation of procedures to improve, modify, and/or repair school plant facilities and equipment.

(3) **Commendable**: Documentation shows regular and systematic establishment and/or implementation of procedures to improve, modify, and/or repair school plant facilities and equipment.

(4) **Outstanding**: Documentation shows regular and systematic establishment and/or implementation of procedures to improve, modify, and/or repair school plant facilities and equipment. Candidate also monitors the effectiveness of this program and requests or makes repairs before they become critical.

**MEASUREMENT ITEM**

**7.**

**II.B.5P*** Administers school budget(s) in accordance with system regulations and board policies and legal requirements.

**DEFINITION**

This item measures the degree to which the candidate regularly and systematically manages, communicates, and monitors the school budget(s) through monthly reports, audits, bookkeeping systems, and other measures in accordance with system regulations, board policies, and legal requirements; it also measures the degree to which the candidate makes or suggests improvements.

**SCALE**

(1) **Less than satisfactory**: Documentation is absent or shows no adherence to budget administration in accordance with regulations, policies, and legal requirements.

(2) **Acceptable**: Documentation shows regular administration of school budget(s) in accordance with system regulations, board policies, and legal requirements.

(3) **Commendable**: Documentation shows regular and systematic administration of school budget(s) in accordance with system regulations, board policies, and legal requirements. Candidate communicates fiscal requirements to appropriate school personnel.

(4) **Outstanding**: Documentation shows regular and systematic administration of school budget(s) in accordance with system regulations, board policies, and legal requirements. Candidate communicates fiscal requirements to appropriate school personnel. Candidate also monitors the effectiveness of fiscal procedures used, solicits feedback as to their effectiveness, and suggests needed improvements.

**MEASUREMENT ITEM**

**8.**

**II.C.2P*** Provides appropriate orientation and induction programs for teachers and staff members.

**DEFINITION**

This item measures the degree to which the candidate regularly and systematically establishes, monitors, and makes available orientation and induction programs for teachers and staff members based on their needs and/or lack of information about the school system and its programs.

**SCALE**

(1) **Less than satisfactory**: Documentation is absent or shows little relationship between orientation and/or induction programs and teacher/staff needs.

(2) **Acceptable**: Documentation shows regular provision of appropriate orientation and induction programs for teachers and staff members based on assessed needs.

(3) **Commendable**: Documentation shows regular and systematic provision of orientation and induction programs for teachers and staff members based on assessed needs.

(4) **Outstanding**: Documentation shows regular and systematic provision of appropriate orientation and induction programs for teachers and staff members based on assessed needs. Candidate also monitors the effectiveness of these programs and makes changes in them when necessary.

**MEASUREMENT ITEM**

**9.**

**II.C.4P*** Establishes individual professional growth plans with teachers based on evaluation results.

**DEFINITION**

This item measures the degree to which the candidate regularly and systematically develops, monitors, and implements individual professional growth plans with teachers based on evaluation results.

**SCALE**

(1) **Less than satisfactory**: Documentation is absent or shows that the candidate establishes individual professional growth plans without involving the teacher and/or does not base the growth plan on evaluation results.

(2) **Acceptable**: Documentation shows regular establishment of individual professional growth plans in consultation with teachers based on evaluation results.

(3) **Commendable**: Documentation shows regular and systematic establishment of individual professional growth plans in consultation with teachers based on evaluation results.

(4) **Outstanding**: Documentation shows regular and systematic establishment of individual professional growth plans in consultation with teachers based on evaluation results. Candidate also monitors professional growth plans to determine their effectiveness, solicits feedback from teachers about the procedures followed, and adjusts plans accordingly.

**MEASUREMENT ITEM**
**10.**
**III.A.1P*** Provides for systematic, two-way communication with teachers, staff, parents, and the community.

**DEFINITION**

This item measures the degree to which the candidate regularly and systematically establishes and monitors two-way communication channels to teachers, staff, parents, and the community and insures the use and improvement of these channels.

**SCALE**

(1) **Less than satisfactory**: Documentation is absent or shows occasional provision only for one-way communication with teachers, staff, parents, and the community.

(2) **Acceptable**: Documentation shows regular provision for one-way communication with parents and the community and two-way communication with teachers and staff.

(3) **Commendable**: Documentation shows regular and systematic provision for ongoing, two-way communication with teachers, staff, parents, and the community.

(4) **Outstanding**: Documentation shows regular and systematic provision for ongoing, two-way communication with teachers, staff, parents, and the community. Candidate also monitors the use of communication channels and works to improve existing channels and/or develop new ones.

**MEASUREMENT ITEM**

11.

**III.B.1P*** Utilizes effective strategies for involving others in decision making.

**DEFINITION**

This item measures the degree to which the candidate regularly and systematically selects others to participate in decision making based on their knowledge, jurisdiction, and the extent to which they will be affected by the decisions reached and monitors the contributions of persons selected to participate in decision making.

**SCALE**

(1) **Less than satisfactory**: Documentation is absent or shows ineffective strategies are used for involving others and/or there is little involvement of others in decision making.

(2) **Acceptable**: Documentation shows regular use of effective strategies in the selection of others to participate in decision making with some regard to their qualifications.

(3) **Commendable**: Documentation shows regular and systematic use of effective strategies in the selection of others to participate in decision making based on their qualifications, knowledge, jurisdiction, and/or the extent to which they will be affected by the decisions.

(4) **Outstanding**: Documentation shows regular and systematic use of effective strategies in the selection of others to participate in decision making based on their qualifications, knowledge, jurisdiction, and the extent to which they will be affected by the decisions reached. Candidate also monitors the effectiveness of selection strategies and the contributions of persons selected to participate in decision making.

**MEASUREMENT ITEM**

**12.**

**III.B.3P*** Considers interests and needs of teachers and staff in establishing work routines and requirements.

**DEFINITION**

This item measures the degree to which the candidate regularly and systematically gives careful thought to the interests and needs of teachers and staff when establishing and monitoring work routines and requirements.

**SCALE**

(1) **Less than satisfactory**: Documentation is absent or shows little consideration for teachers and staff in established work routines and requirements.

(2) **Acceptable**: Documentation shows regular consideration for the interests and needs of teachers and staff in established work routines and requirements.

(3) **Commendable**: Documentation shows regular and systematic consideration for the interests and needs of teachers and staff in established work routines and requirements and a receptivity to feedback regarding work routines and requirements.

(4) **Outstanding**: Documentation shows regular and systematic consideration for the interests and needs of teachers and staff in established work routines and requirements. The candidate also secures feedback from teachers and staff regarding their job satisfaction and makes needed adjustments.

**MEASUREMENT ITEM**

13.

**IV.A.1P*** Develops professional skills consistent with his/her own responsibilities and performance.

**DEFINITION**

This item measures the degree to which the candidate regularly and systematically improves job-related professional skills through a variety of approaches based on job responsibilities and an assessment of performance.

**SCALE**

(1) **Less than satisfactory**: Documentation is absent or shows no development of professional skills or shows development of skills without regard to responsibilities and performance.

(2) **Acceptable**: Documentation shows regular development of professional skills consistent with candidate's job responsibilities or performance.

(3) **Commendable**: Documentation shows regular and systematic development of professional skills consistent with candidate's job responsibilities and performance.

(4) **Outstanding**: Documentation shows regular and systematic development of professional skills consistent with candidate's job responsibilities and assessed performance. Candidate utilizes new skills to improve his/her performance.

**MEASUREMENT ITEM**
**14.**
**IV.B.3P*** Provides leadership in identifying and solving issues and problems facing the profession.

**DEFINITION**

This item measures the degree to which the candidate regularly and systematically participates in and gives direction to the identification of issues and problems facing the profession. The documentation should also shows that, by providing leadership, the candidate solves issues and problems facing the profession and is seen by members of the profession as a knowledgeable and reliable member.

**SCALE**

(1) **Less than satisfactory**: Documentation is absent or shows little involvement in identifying or solving issues and problems facing the profession.

(2) **Acceptable**: Documentation shows regular involvement in activities such as professional study groups, task forces, and/or developmental projects to identify issues and problems facing the profession.

(3) **Commendable**: Documentation shows regular and systematic involvement in activities such as professional task forces, research projects, writing projects, and/or visitation projects that address professional issues and problems. Candidate provides leadership to work groups to identify and solve issues and problems.

(4) **Outstanding**: Documentation shows regular and systematic involvement and leadership in activities such as joint planning groups, university-based seminars, task forces, and/or other data based group projects which address issues and problems facing the profession. Candidate solves issues and problems and incorporates identified solutions into professional practice.

**MEASUREMENT ITEMS (Screening)****

15.
IV.C.1* Maintains accurate and up-to-date records.

16.
IV.C.2* Completes assigned tasks on time.

17.
IV.C.4* Manages routine business and recordkeeping effectively.

18.
V.A.1* Handwrites or prints legibly.

19.
V.A.2* Organizes written information.

20.
V.A.3* Uses vocabulary and style appropriate to the level of the audience.

21.
V.A.4* Uses correct grammar and mechanics.

* Refers to Domain of Competency and Performance Indicator

** Minimum Competency Items

## APPENDIX IV: INSTRUCTIONAL SUPERVISOR EVALUATION INSTRUMENTATION


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ADMINISTRATOR/SUPERVISOR EVALUATION SYSTEM

**Supervisor**

**Candidate Observation**

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TENNESSEE DEPARTMENT OF EDUCATION

**TENNESSEE CAREER LADDER PROGRAM**
**ADMINISTRATOR/SUPERVISOR EVALUATION SYSTEM**
**[Supervisor Observation Guide]**

**INSTRUCTIONAL LEADERSHIP**

[I.B.1S]* Works with teachers and principals to plan an instructional program that is consistent with student needs.

1. Conducts meetings with teachers and/or principals about instructional programs and student needs.

2. Holds conferences with teachers and/or principals about student needs from grade to grade.

3. Coordinates the development of instructional program materials consistent with student needs.

4. Identifies alternative instructional strategies designed to address student needs.

[I.B.1S] Works with teachers and principals to modify an instructional program to make it consistent with student needs.

5. Discusses with teachers and/or principals procedures for regularly and systematically evaluating student progress.

6. Helps adapt the instructional program to meet individual student needs.

7. Expresses support for new practices that are consistent with student needs.

8. Shares collected information about promising new practices from professional publications.

[I.B.1S] Works with teachers and principals to implement an instructional program that is consistent with student needs.

9. Selects with teachers/principals basic instructional materials.

10. Trains teachers to deal with a range of student abilities within a classroom.

11. Monitors with teachers/principals new practices for implementing instructional programs that meet student needs.

12. Facilitates teacher development of instructional units.

[I.B.4S] Develops and/or uses appropriate procedures and criteria for evaluating the instructional program.

13. Regularly monitors classroom instruction.

14. Gives useful feedback to teachers and principals as part of the monitoring process.

15. Uses diagnostic information with teachers.

16. Encourages use of standardized tests to measure student performance and to design changes in the instructional program.

17. Develops and/or uses survey procedures for collecting supplementary information about the instructional program.

18. Develops skills of teachers in using diagnostic information.

[I.C.1S] Helps teachers develop/select instructional objectives and sequence them in accordance with goals.

19. Leads teachers in translating goals into instructional objectives.

20. Provides materials to teachers and/or committees to attain educational goals.

21. Demonstrates skill in assisting others to write instructional objectives and clarify instructional sequences.

22. Conducts in-service programs related to instructional objectives.

[I.C.2S] Helps teachers adjust instructional objectives and teaching strategies to accommodate student differences.

23. Encourages teachers to consider learning styles of students in selecting teaching strategies.

24. Provides teachers with appropriate materials for selected student groups (e.g., slow learners, gifted, handicapped).

25. Directs attention of teachers to needs of individuals and selected groups of students.

26. Holds conferences with teacher(s) about student ability and teacher expectations for students.

[I.C.3S] Helps teacher(s) collect, understand, and use student assessment data in the formulation of instructional objectives and teaching strategies.

27. Helps teacher(s) learn about ways that achievement can be measured (e.g., teacher made tests, performance observations, norm-referenced tests, criterion-referenced tests, etc.)

28. Helps teacher(s) construct and use measures of student performance.

29. Conducts in-service programs related to evaluating individual student performance.

30. Provides in-service programs devoted to evaluating achievement of instructional objectives.

[I.C.4S] Helps the teacher identify and implement needed changes in his/her instructional practices.

31. Conducts pre-observation conferences with teachers to clarify lesson objectives and observation objectives.

32. Observes classroom instructional strategies.

33. Discusses with individual teacher(s) their need for professional growth.

34. Conducts post-observation conferences with teacher(s) to improve classroom practices.

35. Monitors implementation of recommendations from post-observation conferences.

[I.D.1S] Identifies needed resources and pursues their acquisition and effective utilization.

36. Uses a variety of resources to identify instructional materials.

37. Selects instructional materials based on formally assessed student needs and teacher requests.

38. Observes in classrooms to insure effective use of materials.

39. Arranges or provides for in-service training of teachers in the selection and utilization of resources.

[I.D.3S] Helps to secure consultants, specialists, and other human and/or community resources for teachers as needed.

40. Evaluates the utilization of resource persons.

41. Helps teacher(s) secure specific available resources directly from the community.

42. Develops available human and community resources for use by teachers.

**ORGANIZATIONAL MANAGEMENT**

[II.A.1S] Develops and/or implements, within the law, workable administrative procedures for area(s) supervised.

43. Secures professional staff agreement to existing procedures.

44. Monitors existing procedures for handling problems in area(s) supervised.

45. Develops procedures for working with emerging problems.

46. Delegates work responsibilities appropriately and attends to essential administrative details.

47. Uses organizational structure (e.g., school department chairs, grade level committees) to achieve system goals in area(s) supervised.

48. Attends to legal requirements and procedures in area(s) supervised.

49. Manages his/her time effectively.

[II.A.4S] Seeks and/or provides clarification, as appropriate, of federal, state, and local policies and rule interpretations in area(s) supervised when making decisions and recommendations.

50. Confers with appropriate superordinate to clarify policy interpretations.

51. Meets with teachers and/or principals to clarify policies related to forthcoming decisions and recommendations.

**COMMUNICATION AND INTERPERSONAL RELATIONS**

[III.A.1S] Provides for systematic, two-way communication with principals, teachers, staff, parents and the community.

52. Establishes and uses decision making structures (i.e., staff advisory councils, committee of subject area leaders, parent councils).

53. Provides opportunities for interaction with community groups.

54. Creates linkages between community and school system (e.g., serves on boards, conducts community interest surveys).

[III.A.2S] Communicates with teachers and staff.

55. Meets with teachers and/or staff to provide information about the school system.

56. Meets with teacher groups and the principal to discuss mutual professional concerns.

57. Uses newsletter to communicate with teachers and staff.

58. Gives positive feedback (written or oral) to teachers about their accomplishments.

59. Makes effort to communicate with teachers on a regular and frequent basis.

[III.A.2S] Communicates with other administrators/ supervisors.

60. Actively participates in administrative and/or supervisory staff meetings.

61. Communicates directly with other administrators/ supervisors about educational issues.

62. Shares ideas and school/system resources with other administrators/supervisors and schools.

63. Demonstrates ability to affiliate with and persuade others with regard to professional issues.

[III.A.3S] Manages conflict with teachers, staff, parents, and/or other administrators/supervisors.

64. Approaches conflict in a constructive manner.

65. Analyzes conflict effectively.

66. Uses appropriate skills (e.g., listening, clarifying, mediating) in situations of potential conflict.

67. Seeks solutions which address the needs of persons in conflict.

**PROFESSIONAL GROWTH AND LEADERSHIP**

[IV.B.1S] Actively participates in professional organizations.

68. Disseminates information gained from professional organization(s).

69. Demonstrates leadership in professional organization(s).

***These symbols identify the Domain of Competency and the Performance Indicator being measured by the item stated.**

ADMINISTRATOR/SUPERVISOR EVALUATION SYSTEM

# Supervisor

# Candidate Interview

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**IV.A.1S Develops professional skills consistent with his/her own responsibilities and performance.**

---

This question set focuses on your own professional skill development. You will be asked to discuss your participation in activities which build professional skills consistent with your job responsibilities.

1. Describe your own professional development activities,

   **Listen For:**
   - 0 Reading sources
   - 0 Professional associations
   - 0 Attendance at workshops/conferences
   - 0 Graduate training

2. How do you determine what professional development activities you will engage in?

   **Listen For:**
   - 0 Specific skills/knowledge goals
   - 0 Sequence of activities to achieve goal
   - 0 Mix of experiences to achieve goal

3. How do you evaluate the utility of these activities in improving your job-related skills or knowledge?

4. After this evaluation, how do you insure that this new skill is maintained?

IV.A.1S

Response Scale 1

**Scale Points**

---

1 Candidate neither makes attempt to develop professional skills consistent with job responsibilities and performance nor provides supporting evidence.

2 Candidate has evidence of participation in professional development activities, but his/her participation is unsystematic.

3 Candidate has evidence of a rational plan for improvement of professional skills/knowledge.

4 All of Point 3 plus evidence that candidate evaluates the utility of professional development activities in improving his/her job-related skills and knowledge.

5 All of Point 4 plus evidence of systematic efforts to maintain skills.

---

**IV.A.3S Develops, uses, and/or evaluates ideas and innovative approaches to improve job performance.**

---

This question set relates to approaches for improving your job performance.

1. Do you have a plan for systematically assessing and improving your job performance?

2. Where do you get ideas about innovative approaches for improving your job performance?

   **Listen For:**
   - 0 Professional literature
   - 0 Workshops/Conferences
   - 0 Informal meetings with colleagues

3. Think of a recent example of an innovative approach for improving your job performance that you have tried. Tell me what it was, what problem this new behavior solved, and how you went about using it.

4. How did you evaluate this idea when you had implemented it? Did you make any modifications based on the evaluation?

5. What have you done to maintain this new behavior? How do you check to insure that the problem you originally intended to solve is no longer a problem?

IV.A.3S

Response Scale 2

**Scale Points**

---

1 Candidate does not offer any evidence of actively seeking innovative approaches for improving job performance.

2 Candidate tries new ideas, for skill improvement, but has no systematic plan for improving his/her skills.

3 Candidate has a systematic plan for skills improvement. Candidate adjusts new ideas to fit into his/her specific situation.

4 All of Point 3 plus candidate evaluates implementation of innovative approach.

5 All of Point 4 plus candidate has integrated into regular behavior, an innovative approach to improve some aspect of his/her job performance.

---

**I.A.2S Insures that program instructional goals, objectives, and activities are consistent with school system goals and objectives.**

---

This set of questions relates to instructional goals and objectives. In the context of this interview we shall define instructional goals as broad program outcomes (e.g., citizenship, the ability to read, to solve mathematical problems, to become physically coordinated). Instructional objectives refer to that specific knowledge, skill, attitude, or behavior which students are expected to acquire. Instructional activities are those procedures used to help students acquire the knowledge, skill, attitude, or behaviors expected of them.

1. Please describe three district goals and objectives in your area of responsibility.

2. Do you know of any modifications to these goals for individual schools? What was your role in those modifications?

3. At the grade/age level, how were these goals translated into objectives and activities? What was your role in that translation?

4. How do you insure that activities within classrooms at the same grade level are comparable with each other, and consistent with school district goals and objectives? Give an example of how you do this.

5. How do you insure that there is articulation between/among grade levels and district goals and objectives? Give an example of how you do this.

I.A.2S

Response Scale 3

**Scale Points**

---

1 Candidate knows district goals and objectives.

2 Candidate has participated in the preparation of either classroom or school goals and/or objectives derived from district goals.

3 Candidate monitors instructional activities across same-grade classes or in one subject area to insure comparability and consistency with district goals.

4 Candidate monitors instructional activities between grades at one or more schools to insure consistency with district goals.

5 Candidate monitors instructional activities across same grade classes and between grades and/or subject areas at two or more schools and uses multiple procedures to insure consistency between school and district goals.

---

**Goal #1**
**Objective/Activity:**

1.

2.

**Goal #2**
**Objective/Activity:**

1.

2.

**Goal #3**
**Objective/Activity:**

1.

2.

## Question Set 4

---

**I.A.3S Evaluates progress toward school system goals and objectives.**

---

Let us continue our discussion now by focusing more closely on how you evaluate progress toward instructional goals and objectives. Keep in mind that instructional goals are broad program outcomes and instructional objectives refer to that specific knowledge, skill, attitude, or behavior which students are expected to acquire.

1. Please describe how your district evaluates progress that schools make toward achieving instructional goals and objectives. What is your responsibility in this evaluation?

   **Listen For:**
   - 0 Use of norm-referenced tests for all students
   - 0 Use of special measures
   - 0 Candidate's role in evaluation

2. How do you use data collected in this evaluation to help individual teachers? Schools?

   **Listen For:**
   - 0 Data interpretation
   - 0 Conference with individual teachers and groups
   - 0 Conference with principals

3. Describe a recent change that you recommended on the basis of evaluation data. Was it to an individual teacher? How did your proposed change solve the problem?

4. How did you monitor the change as it was being installed?

5. Have you evaluated the change? How?

   **Listen For:**
   - 0 Modification of proposed solution
   - 0 Support during change process
   - 0 Frequent monitoring

I.A.3S

Response Scale 4

**Scale Points**

---

1 Candidate plays no role in evaluating the instructional program.

2 Candidate feeds back results of evaluation to principal or groups of teachers. No evidence of interpreting evaluation data to individuals.

3 Candidate feeds back results of evaluation to principals and individual teachers and groups, with interpretations and concrete proposals for improvement.

4 All of Point 3 plus candidate offers specific help to individual teachers who implement changes based on evaluation data.

5 All of Point 4 plus candidate demonstrates clear participation in evaluation "loop"; installs change, monitors on-site adoption, evaluates changed behavior and its effectiveness in achieving district's instructional goals.

---

**I.B.2S Bases instructional program development on sound research and practice.**

---

As we move on to the next question set, let us focus on major changes that you have made in the instructional program you supervise.

1. Give an example of a new instructional program, or a recent instructional program change that you initiated in your district. It does not have to be a state mandated change such as Basic Skills First.

2. Why did you choose to initiate this change?

   **Listen For:**
   - 0 Fit with district goals
   - 0 Evaluation data
   - 0 Input from principals, teachers
   - 0 State mandated change

3. Where did you get information about this change?

   **Listen For:**
   - 0 Professional journals
   - 0 Workshops
   - 0 Professional colleagues
   - 0 Research publications
   - 0 Central office recommendations

4. With whom did you communicate during the planning stage of this change in order to maximize the chance for its successful implementation?

   **Listen For:** Communication with:
   - 0 Other supervisors/central office administrators
   - 0 Principals
   - 0 Teachers
   - 0 Curriculum advisory groups

5. How did you adapt this new or modified program to the classrooms involved? How does this program fit with other unchanged parts of the instructional program?

   **Listen For:**
   - 0 Sensitivity to fit between change and other parts of instructional program
   - 0 Adaptation based on school/classroom context

6. How have you monitored the program since its implementation?
   **NOTE:** It may be necessary for candidate to shift to an example of a change that has been instituted, monitored, evaluated and refined.

   **Listen For:**
   - 0 Inservice programs
   - 0 Provision of necessary materials
   - 0 Follow up observations with teachers
   - 0 Evidence of evaluation

I.B.2S

**Response Scale 5**

**Scale Points**

---

1 Candidate offers no evidence of program development or adopts development approaches initiated by others at district office and assumes someone else's expertise in judging research and practice base.

2 Candidate provides evidence that the research and practice base was studied before the change was adopted.

3 All of Point 2 plus evidence that need for change was determined systematically.

4 All of Point 3 plus evidence that implementation included adaptation to classrooms involved and adequate provision for teachers' needs.

5 All of Point 4 plus evidence that overall "fit" of change with other parts of program was considered, and there is a continuing monitoring and adjustment process in place.

---

**I.B.4S Develops and/or uses appropriate procedures and criteria for evaluating the instructional programs.**

---

In this set of questions you will be asked to discuss procedures used to evaluate the instructional program you supervise.

1. Describe a recent procedure you used to evaluate the instructional program in your district.

2. What part of this evaluation procedure was mandated by central office policy? How have you tried to influence the central office's evaluation procedures?

   **Listen For:**
   - 0 Recommendations for evaluation procedures
   - 0 Communication with staff concerning evaluation
   - 0 Communication with teachers and principals regarding need for certain types of evaluation

3. Did you develop procedures and criteria beyond what was mandated? Describe. How did you insure that these supplemented other procedures and criteria?

   **Listen For:**
   - 0 Text analysis
   - 0 Teacher's observation of program
   - 0 Principal input
   - 0 Test results
   - 0 Curriculum alignment

4. How did you communicate the results of evaluations to central office staff, teachers, and others? What did you do to help them understand?

   **Listen For:**
   - 0 Meetings with central office staff
   - 0 Efforts at interpretation to various stake holders
   - 0 Recommendations as the result of evaluation

5. How did you apply these evaluation findings?

   **Listen For:**
   - 0 Adjustments to instructional program
   - 0 Recommendations to central office and school personnel regarding how to strengthen areas of weakness

6. What impact have your efforts to improve evaluation procedures had on student learning?

   **Listen For:**
   - 0 Increased appreciation for evaluation as improvement tool
   - 0 Increased student achievement in program area

I.B.4S

Response Scale 6

**Scale Points**

---

1 Candidate complies with district program evaluation requirements or uses another procedure for evaluating the instructional program.

2 Candidate complies with district evaluation requirements or uses appropriate evaluation procedures; also communicates results to teachers, principals, and supervisors.

3 All of Point 2 plus provides interpretation/recommendations to other central office staff, principals, and teachers.

4 All of Point 3 plus makes recommendations to superiors regarding development/improvement of district program evaluation procedures.

5 All of Point 4 plus provides evidence that the evaluation procedures used have led to gains in student achievement.

---

**I.C.4S Helps the teacher identify and implement needed changes in his/her instructional practices.**

---

This set of questions relates to change in the instructional practices of teachers.

1. Please describe in general the ways you assist teachers in identifying and implementing needed change(s) in instructional practices. Where do the ideas for change(s) originate?

   **Listen For:**
   - 0 Group conferences
   - 0 In-service meetings
   - 0 Written communication
   - 0 Research/practice literature

2. Give an example of how you have assisted one teacher in identifying needed changes. How was this teacher identified?

   **Listen For:**
   - 0 Observations
   - 0 Individual conferences
   - 0 Mutually agreed upon focus
   - 0 Principal recommendation

3. How was this change implemented?

   **Listen For:**
   - 0 Observation
   - 0 Practice
   - 0 Role Play

4. Now give an example of how you assisted a group of teachers in identifying and implementing needed changes.

   **Listen For:**
   - 0 Group conferences
   - 0 In-service meetings
   - 0 Observations

5. How do you evaluate the results of changes in instructional practice? Give an example.

   **Listen For:**
   - 0 Teacher input
   - 0 Additional observations
   - 0 Observations of improved student behavior
   - 0 Principal's comments

6. Tell me what you do with the results of your evaluation?

   **Listen For:**
   - 0 Follow up improvements
   - 0 Cyclical process adjustments and monitoring

I.C.4S

**Response Scale 7**

**Scale Points**

---

1 Candidate provides no evidence of working directly with teachers to improve instructional practice, but has distributed practice materials to teachers and/or principals.

2 Candidate provides evidence of one-way communication of district-wide changes, and/or planning and implementation of group in-service on the topic of instructional practice.

3 All of Point 2 plus evidence of some attention to classroom observation and related discussion with teacher observed.

4 All of Point 3 plus evidence of regular work with teachers in diagnosing weak areas, and follow-up retraining sessions.

5 Candidate provides evidence of two-way communication with teachers concerning agreed-upon goals for improvement, mutual trust, cyclical evaluations, and a follow-up pattern for monitoring instructional improvement and maintenance of new skills.

## Question Set 8

---

**I.D.1S Identifies needed resources and pursues their acquisition and effective utilization.**

---

In this set of questions we shall discuss ways that school system resources are identified, acquired, and used in your work.

1. How do you identify resources needed by the teachers you supervise?

   **Listen For:**
   - 0 Needs assessments
   - 0 Personal observations in classes/buildings
   - 0 Teacher requests
   - 0 Suppliers' catalogs

2. When you secure resources, how do you decide what to get?

   **Listen For:**
   - 0 Cost effectiveness
   - 0 Alternatives
   - 0 Match with district instructional goals
   - 0 Durability

3. What determines your buying habits? Let's suppose that you have $1000 and four schools, how do you determine what to buy?

   **Listen For:**
   - 0 Need
   - 0 Special circumstances
   - 0 Priority relationship of need to district goals
   - 0 Equity
   - 0 School/District matching funds

4. When you have secured a resource, how do you insure that it is well-used?

5. Have you evaluated how you acquire and use resources? What changes have you made based on this evaluation?

I.D.1S

**Response Scale 8**

**Scale Points**

---

1 The candidate acquires resources in primarily non-systematic ways.

2 The candidate acquires resources based on instructional needs of the teacher.

3 All of Point 2 plus buying habits reflect an awareness of cost-effectiveness.

4 All of Point 3 plus candidate follows-up in schools and classrooms to insure effective use. Candidate may provide in-service or demonstrations to help teachers use resources better.

5 All of Point 4 plus candidate evaluates procedures for purchasing and/or using materials and has made adjustments to increase effectiveness.

**I.D.2S Utilizes community resources to extend the learning environment.**

This set of questions addresses the use of community resources in the instructional program.

1. Do you utilize community resources to extend the learning environment? Identify some resources you have used.

2. In what way(s) do you make these resources available to teachers?

3. How do you help teachers prepare students when a community resource is to be used?

   **Listen For:**
   - 0 Match between resource and instructional objectives
   - 0 Preparation of special materials for use before, during, and after community resource visit
   - 0 Ways to prepare students to use the resource
   - 0 Follow-up in class

4. How do you help the community resource prepare to work with students?

   **Listen For:**
   - 0 Provision of information about age of students, number of students, learning objectives, etc.

5. How do you determine whether or not teachers make use of community resources?

6. How do you evaluate the effectiveness of community resources in extending the learning environment?

   **Listen For:**
   - 0 Principal input
   - 0 Teacher input
   - 0 Community input
   - 0 Student input
   - 0 Curriculum alignment

I.D.2S

**Response Scale 9**

**Scale Points**

---

1 Candidate provides no evidence of use of community resources.

2 Candidate provides opportunities for use of community resources.

3 Candidate actively encourages teachers to utilize community resources that are appropriate to instructional objectives of the class/school.

4 All of Point 3 plus candidate helps teachers prepare students for maximum benefit from community resources. Evidence of follow-up with teacher.

5 All of Point 4 plus candidate evaluates value of resource/school contact from school perspective.

## Question Set 10

---

**I.E.2S Provides professional development programs consistent with identified needs of teachers and students.**

---

Staff development for teachers is the focus of this set of questions.

1. Describe your involvement in staff development activities. Give an example.

   **Listen For:**
   - 0 Conducts and/or implements staff development training

2. What criteria do you use to provide professional development programs? Where do these criteria come from?

   **Listen For:**
   - 0 Teacher needs
   - 0 Student needs
   - 0 District instructional goals

3. How do you evaluate staff development activities? How are the evaluation results utilized?

   **Listen For:**
   - 0 Cyclical process

4. How do you help teachers try to change their behavior as a result of staff development?

   **Listen For:**
   - 0 Follow-up discussion
   - 0 Coaching
   - 0 Provide additional information

5. How do you monitor teachers to insure that the results of staff development become part of their regular behavior?

   **Listen For:**
   - 0 Annual improvement plan
   - 0 In-class observations
   - 0 Coordinated in-service program

I.E.2S

Response Scale 10

**Scale Points**

---

1 Candidate provides no evidence that teachers' needs drive staff development programs or provides no evidence that a rational plan for staff development exists.

2 Candidate provides evidence that teachers' needs are the basis for planned staff development programs and that these programs meet teachers' needs and reflect district priorities and goals.

3 All of Point 2 plus candidate evaluates staff development programs and bases changes on the evaluative data.

4 All of Point 3 plus candidate provides evidence that he/she actively follows up staff development with individuals.

5 All of Point 4 plus candidate monitors teachers to insure that staff development results in appropriate changes that are incorporated in teachers' routine behavior.

## Question Set 11

---

**I.E.3S Provides professional development programs consistent with goals and objectives for the area supervised.**

---

This set of questions continues to explore staff development activities in instructional goals and objectives.

1. How do you insure that staff development programs/activities emphasize the district's instructional goals and objectives?

   **Listen For:**
   - 0 Teachers' self-reports
   - 0 District/school/class pupil evaluation data
   - 0 Comprehensive staff development plan

2. Describe a recent staff development activity in your area of responsibility that was intended to help meet an instructional goal or objective. What was your role in this?

3. Following this activity, how did you help teachers benefit from it?

   **Listen For:**
   - 0 Coaching
   - 0 Conferencing
   - 0 Acquisition of new resources
   - 0 Additional training/information

4. How do you evaluate the impact of staff development activities on student achievement of the district's goals and objectives?

   **Listen For:**
   - 0 Improved test scores
   - 0 Maintenance of behavior change
   - 0 Use of new resources by teachers/students

I.E.3S

Response Scale 11

**Scale Points**

---

1 Candidate provides no evidence that district's goals and objectives are considered when staff development is planned.

2 Candidate provides evidence that staff development plan is based on student achievement data and that candidate actively provides staff development opportunities related to instructional goals of the school district.

3 All of Point 2 plus candidate provides some evidence of follow-up with teachers after staff development activity.

4 All of Point 3 plus candidate regularly monitors teachers to insure that staff development has resulted in behavioral change.

5 All of Point 4 plus candidate provides evidence that staff development is evaluated in terms of student achievement gains.

**III.A.3S Manages conflict with teachers, staff, parents, and other administrators/supervisors.**

This last set of questions will address conflict or disruptive differences among people and how these differences are handled.

1. What are the primary causes of those conflicts you experience and/or manage?

   **Listen For:**
   - 0 Unreasonable use of authority
   - 0 Unmet expectations
   - 0 Need for recognition

2. In general how do you manage your conflicts with other members of the professional staff? With parents?

   **Listen For:**
   - 0 Defensive behaviors
   - 0 Indications of positive attitudes
   - 0 Openness
   - 0 Indication of trust in constituents to be reasonable

3. What specific skills do you use to manage a conflict between/among people?

   **Listen For:**
   - 0 Listening
   - 0 Empathizing
   - 0 Confronting
   - 0 Smoothing
   - 0 Avoidance

4. What goals do you strive for in managing your and/or others' conflicts?

   **Listen For:**
   - 0 Quick resolution of the conflict
   - 0 Achieving fairness
   - 0 Preventing future conflict
   - 0 Improving understanding among those in conflict

5. How do you evaluate the success of your efforts to manage conflict?

   **Listen For:**
   - 0 Non-recurrence of conflict
   - 0 Accepting behavior of the participants
   - 0 Improved working relationships between/among conflicting persons

III.A.3S

**Response Scale 12**

**Scale Points**

---

1 Candidate ignores or avoids conflict.

2 Candidate responds to conflict reactively; exhibits limited skills in conflict resolution.

3 Candidate reacts to conflict and uses a variety of skills for conflict resolution/management.

4 Candidate reacts to conflict but avoids destructive conflict by using broad-based communication skills and manages conflicts using variety of other skills/strategies appropriate to the situation.

5 Candidate successfully analyzes conflict situations, identifies potential courses of action and uses a variety of skills/strategies to secure a mutually acceptable resolution of the conflict. Also, follows up to monitor implementation of agreements reached.

ADMINISTRATOR/SUPERVISOR EVALUATION SYSTEM

Supervisor

Questionnaires

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TENNESSEE DEPARTMENT OF EDUCATION

TENNESSEE CAREER LADDER PROGRAM
ADMINISTRATOR/SUPERVISOR EVALUATION SYSTEM
Supervisor Questionnaire
[Professional Staff]

INSTRUCTIONS:

Use this scale to mark the separate answer form. Start with number 1 under the heading Tennessee Career Ladder Evaluation System. Completely bubble in the numbered circle which corresponds to the category that best describes your answer to that item. Fill in the "X" circle for Don't Know. Follow the same procedure with the other items. **Use a #2 soft lead pencil.**

| | |
|---|---|
| 1 = Rarely | 4 = Usually |
| 2 = Sometimes | 5 = Almost Always |
| 3 = About Half the Time | X = Don't Know |

This supervisor:

1. Involves teachers and principals in developing goals and objectives for area supervised.

2. Involves teachers and principals in implementing goals and objectives for area supervised.

3. Insures that program goals, objectives, and activities are consistent with school system instructional goals and objectives.

4. Evaluates progress toward achieving school system goals and objectives.

5. Plans with teachers and principals a variety of instructional programs to meet individual learning needs.

6. Involves teachers and principals in implementing the school's instructional programs.

7. Insures that the system's instructional programs are based on sound educational research and practice.

8. Works with teachers and principals in following state and local system curricula to develop instructional programs.

9. Implements approved procedures for evaluating instructional programs.

10. Selects, with teachers, instructional objectives for classroom use and sequences these objectives in accordance with goals.

11. Helps teachers assess students to aid in planning.

12. Helps teachers collect student assessment data for the formulation of instructional objectives and teaching strategies.

13. Helps teachers use student assessment data.

14. Helps teachers understand how to improve their teaching.

15. Helps teachers change their instructional practices.

16. Identifies needed instructional resources.

17. Pursues the acquisition and effective utilization of needed resources.

18. Utilizes community resources to extend the learning environment.

19. Helps locate consultants, specialists, and other human and community resources as needed by teachers.

20. Works with teachers to assess their professional competence.

21. Establishes professional development programs based on needs of teachers and students.

22. Develops administrative procedures for the area supervised.

23. Implements administrative procedures for the area supervised.

24. Applies administrative procedures equitably and consistently.

25. Assists in improving established state and local board policies.

26. Seeks clarification, as appropriate, of school system policy interpretations when making decisions and/or recommendations.

27. Assists in preparation and/or administration of program budget in accordance with system regulations and board policies and legal requirements.

28. Arranges the use of shared materials and supplies to benefit the instructional program.

29. Establishes and/or implements procedures to improve program facilities and equipment.

30. Provides for systematic, two-way communication with principals, teachers, and staff.

31. Provides for systematic, two-way communication with the community.

32. Communicates with school system administrators, supervisors, teachers, and staff.

33. Communicates with parents.

34. Effectively manages conflict with school system administrators, other supervisors, teachers, and staff.

35. Effectively manages conflict with parents.

36. Utilizes effective strategies for involving others in decision making.

37. Demonstrates fair and equitable treatment of all teachers, staff, and others.

38. Considers interests and needs of teachers and staff in providing them with services.

39. Considers interests and needs of teachers and staff when soliciting their assistance.

40. Develops professional skills consistent with personal responsibilities and performance.

41. Participates in professional development programs and activities that are not required.

42. Considers new ideas and innovative approaches to improve personal job performance.

43. Actively participates in professional organizations.

44. Disseminates ideas and information to other professionals.

45. Identifies issues and problems facing the education profession.

46. Contributes to the solution of problems facing the education profession.

47. Maintains accurate records.*

48. Maintains up-to-date records.*

49. Completes assigned tasks on time.*

50. Arrives on time for daily work, meetings, or other scheduled activities.*

51. Handles daily, routine business effectively.*

52. Exhibits professional conduct while in contact with teachers, other professionals, and students.*

53. Organizes written communication appropriately.*

54. Writes legibly.*

55. Writes clearly and correctly.*

56. Organizes oral information appropriately.*

57. Speaks clearly and correctly.*

58. Reads professionally relevant literature and materials.*

***Minimum Competency Item**

**TENNESSEE CAREER LADDER PROGRAM**
**ADMINISTRATOR/SUPERVISOR EVALUATION SYSTEM**
**Supervisor Questionnaire**
**[Peer]**

**INSTRUCTIONS:**

Use this scale to mark your separate answer form. Start with number 1 under the heading, Tennessee Career Ladder Evaluation System. Completely bubble in the numbered circle which corresponds to the category that best describes your answer to that item. Fill in the "X" circle for Don't Know. Follow the same procedure with the other items. **Use a #2 soft lead pencil.**

| | |
|---|---|
| **1 = Rarely** | **4 = Usually** |
| **2 = Sometimes** | **5 = Almost Always** |
| **3 = About Half the Time** | **X = Don't Know** |

This supervisor:

1. Involves teachers and principals in implementing goals and objectives for area supervised.

2. Implements approved procedures for evaluating instructional programs.

3. Utilizes community resources to extend the learning environment.

4. Establishes professional development programs based on needs of teachers and students.

5. Implements administrative procedures for the area supervised.

6. Applies administrative procedures fairly.

7. Communicates with school system administrators, supervisors, teachers, and staff.

8. Effectively manages conflict with school system administrators, other supervisors, teachers, and staff.

9. Treats teachers, staff, and others fairly.

10. Develops professional skills consistent with job responsibilities.

11. Participates in professional development programs and activities that are not required.

12. Considers new ideas and innovative approaches to improve personal job performance.

13. Actively participates in professional organizations.

14. Disseminates information to other professionals.

15. Identifies issues facing the education profession.

16. Attempts to solve issues facing the education profession.

17. Exhibits professional conduct while in contact with teachers, other professionals, and students.*

18. Organizes written communications appropriately.*

19. Writes legibly.*

20. Writes clearly and correctly.*

21. Organizes oral information appropriately.*

22. Speaks clearly and correctly.*

23. Reads professionally relevant literature and materials.*

*Minimum Competency Item

**TENNESSEE CAREER LADDER PROGRAM**
**ADMINISTRATOR/SUPERVISOR EVALUATION SYSTEM**
**Supervisor Questionnaire**
**[Superordinate]**

With this questionnaire you have received notice that your colleague is a Career Ladder applicant. You have been identified by him/her as the person to whom he/she is administratively accountable. Please indicate whether you are his/her immediate superior:

**YES** **NO** **(circle one)**

If you circled "no", please indicate the name, address, and telephone number of the correct person to contact, and return this questionnaire in the enclosed envelope.

Name _____ Phone _____

Address _____
Street City State Zip

If you circled "yes", please answer the following questions according to the instructions provided below and return both the questionnaire and the answer form. Your assistance is most appreciated. Thank you.

**Instructions:** Use this scale to mark the separate answer form. Start with number 1 under the heading Tennessee Career Ladder Evaluation System. Completely bubble in the numbered circle which corresponds to the category that best describes the supervisor's performance on that item. Fill in the "X" circle for Don't Know. Follow the same procedures with the other items. **Use a #2 soft lead pencil.**

**1 = Unsatisfactory** **4 = Outstanding**
**2 = Below Average** **5 = Distinguished**
**3 = Average** **X = Don't Know**

This Supervisor:

1. Insures that program instructional goals, objectives, and activities are consistent with school system goals and objectives.

2. Evaluates progress towards school system goals and objectives.

3. Bases development of the instructional program on sound research and practice.

4. Works with teachers and principals to incorporate the designated state and/or system curriculum in the development of instructional programs.

5. Develops and/or uses appropriate procedures and criteria for evaluating the instructional programs.

6. Helps teachers identify and implement needed changes in instructional practice.

7. Identifies needed resources and pursues their acquisition and effective utilization.

8. Utilizes community resources to extend the learning environment.

9. Provides professional development programs consistent with identified needs of teachers and students.

10. Insures consistency between professional development programs and goals/objectives of area(s) supervised.

11. Develops and/or implements workable administrative procedures within the law.

12. Applies administrative procedures equitably and consistently.

13. Assists in improving established policy.

14. Seeks and/or provides clarification, as appropriate, of federal, state, and local policies and rule interpretations when making decisions and/or recommendations, in the area(s) supervised.

15. Assists in preparation and/or administration of program budget in accordance with system regulations, board policies, and legal requirements.

16. Arranges the use of shared materials and supplies to benefit the instructional program.

17. Establishes and/or implements procedures to improve program, facilities, and equipment.

18. Develops and/or implements a system of reporting, recordkeeping, written communication, and accounting.

19. Communicates with teachers, staff, parents, and other administrators/supervisors.

20. Manages conflict with teachers, staff, parents, and other administrators/supervisors.

21. Demonstrates respect for and works collaboratively with principals, teachers, and staff by treating them equitably and fairly.

22. Develops skills consistent with his/her own responsibilities and performance.

23. Participates in non-required professional development programs and activities.

24. Develops, uses, and/or evaluates ideas and innovative approaches to improve his/her job performance.

25. Takes formal courses related to his/her supervisory assignment or advancement.

26. Actively participates in professional organizations.

27. Disseminates ideas and information to other professionals.

28. Maintains accurate and up-to-date records.*

29. Completes assigned tasks on time.*

30. Arrives on time for daily work, meetings, and other scheduled activities.*

31. Manages routine business and recordkeeping efficiently.*

32. Uses leave time for its intended and stated purpose.*

*Minimum Competency Item

ADMINISTRATOR/SUPERVISOR EVALUATION SYSTEM

# Supervisor

# Portfolio Scales

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TENNESSEE DEPARTMENT OF EDUCATION

**MEASUREMENT ITEM**

1.

**I.A.1S*** Involves teachers and administrators in developing and implementing goals and objectives for the area supervised.

**DEFINITION**

This item measures the degree to which the candidate regularly and systematically involves teachers and administrators in studying, recommending, helping make decisions about, and developing follow-through activities related to the planning, formulating, implementing, and monitoring of goals and objectives for the area supervised.

**SCALE**

(1) **Less than satisfactory:** Documentation is absent or shows little involvement of teachers and/or administrators in development and/or implementation of goals and objectives.

(2) **Acceptable:** Documentation shows regular involvement of teachers and/or administrators in developing and/or implementing goals and objectives for the area supervised.

(3) **Commendable:** Documentation shows regular and systematic involvement of teachers and administrators in developing and implementing goals and objectives for the area supervised.

(4) **Outstanding:** Documentation shows regular and systematic involvement of teachers and administrators in developing and implementing goals and objectives for the area supervised. Candidate also monitors teacher and administrator involvement and follows up to insure teacher and administrator implementation of goals and objectives.

**MEASUREMENT ITEM**

2.

**I.B.1S*** Works with teachers and principals to plan, modify, and implement instructional programs consistent with student needs.

**DEFINITION**

This item measures the degree to which the candidate works with teachers and principals, on a regular and systematic basis, to develop and organize instructional programs based on the assessed needs of students; to facilitate and monitor instructional programs based on the identified needs of students.

**SCALE**

(1) **Less than satisfactory:** Documentation is absent or shows little work with teachers and principals to plan, modify, or implement the instructional program consistent with student needs; work with teachers and/or principals does not consider student needs.

(2) **Acceptable:** Documentation shows regular work with teachers and principals to plan, modify, or implement instructional programs consistent with student needs.

(3) **Commendable:** Documentation shows regular and systematic work with teachers and principals to plan, modify, and implement instructional programs consistent with student needs.

(4) **Outstanding:** Documentation shows regular and systematic work with teachers and principals to plan, modify, and implement instructional programs consistent with student needs. Candidate also monitors the instructional programs and helps teachers and principals make needed adjustments.

**MEASUREMENT ITEM**

3.

**I.B.3S*** Works with teachers and principals to incorporate the designated state and/or system curriculum in the development of instructional programs.

**DEFINITION**

This item measures the degree to which the candidate regularly and systematically works with teachers and principals to become aware of, include, and merge the designated state and/or system level curriculum when building, expanding, or improving instructional programs.

**SCALE**

(1) **Less than satisfactory:** Documentation is absent or shows little involvement of teachers or principals or incorporation of designated curriculum in the development of instructional programs.

(2) **Acceptable:** Documentation shows regular work with teachers or principals to make them aware of, include, and/or merge the designated curriculum in the development of instructional programs.

(3) **Commendable:** Documentation shows regular and systematic work with teachers and principals to make them aware of, include, and/or merge the designated curriculum in the development of instructional programs.

(4) **Outstanding:** Documentation shows regular and systematic work with teachers and principals to make them aware of, include, and merge the designated curriculum in the development of instructional programs. Candidate also monitors the implementation of instructional programs to insure the incorporation of the designated curriculum.

**MEASUREMENT ITEM**

**4.**

**I.C.2S*** Helps teachers adjust instructional objectives and teaching strategies to accommodate student differences.

**DEFINITION**

This item measures the degree to which the candidate regularly and systematically aids, monitors, provides follow-up and support to teachers to change, correct or otherwise modify instructional objectives and learning strategies to accommodate student differences.

**SCALE**

(1) **Less than satisfactory:** Documentation is absent or shows little assistance to teachers regarding the adjustment of instructional objectives and teaching strategies to accommodate student differences.

(2) **Acceptable:** Documentation shows regular assistance to teachers to help them adjust instructional objectives or teaching strategies to accommodate student differences.

(3) **Commendable:** Documentation shows regular and systematic assistance to teachers to help them adjust instructional objectives and teaching strategies to accommodate student differences.

(4) **Outstanding:** Documentation shows regular and systematic assistance to teachers to help them adjust instructional objectives and teaching strategies to accommodate student differences. Candidate also monitors the adjustments to insure accommodation of student differences.

**MEASUREMENT ITEM**

5.

I.C.3S* Helps teachers collect, understand, and use student assessment data in the formulation of instructional objectives and teaching strategies.

**DEFINITION**

This item measures the degree to which the candidate regularly and systematically helps teachers to collect, understand, and use a variety of student assessment data in the development of instructional objectives and teaching strategies.

**SCALE**

(1) **Less than satisfactory:** Documentation is absent or shows little assistance to teachers regarding formulation of instructional objectives and teaching strategies based on student assessment data.

(2) **Acceptable:** Documentation shows regular assistance to teachers to help them collect, understand, and use student assessment data in formulating instructional objectives or teaching strategies.

(3) **Commendable:** Documentation shows regular and systematic assistance to teachers to help them collect, understand, and use student assessment data in formulating instructional objectives and teaching strategies.

(4) **Outstanding:** Documentation shows regular and systematic assistance to teachers to help them collect, understand, and use student assessment data in formulating instructional objectives and teaching strategies. Candidate also monitors the effectiveness of changes in objectives and strategies and recommends adjustments.

**MEASUREMENT ITEM**

**6.**

**I.D.2S*** Utilizes community resources to extend the learning environment.

**DEFINITION**

This item measures the degree to which the candidate regularly and systematically prepares for, monitors, follows up on, and evaluates the use of community resources by classroom teachers and themselves to extend the learning environment.

**SCALE**

(1) **Less than satisfactory:** Documentation is absent or shows little utilization of community resources or resources used are unrelated to the learning environment.

(2) **Acceptable:** Documentation shows regular utilization of community resources by classroom teachers and the candidate to extend the learning environment.

(3) **Commendable:** Documentation shows regular and systematic utilization of community resources by classroom teachers and the candidate to extend the learning environment.

(4) **Outstanding:** Documentation shows regular and systematic utilization of community resources by classroom teachers and the candidate to extend the learning environment. Candidate also monitors the effectiveness of resources used to extend the learning environment and follows up to improve the use of community resources.

**MEASUREMENT ITEM**

7.

**I.D.3S*** Helps to secure consultants, specialists, and/or other human and/or community resources for teachers as needed.

**DEFINITION**

This item measures the degree to which the candidate regularly and systematically aids the teacher to identify and secure consultants, specialists, materials, and field trip sites for teachers based on instructional goals and objectives, student interests, and assessment data.

**SCALE**

(1) **Less than satisfactory:** Documentation is absent or shows little assistance to teachers to secure consultants, specialists, or other human and/or community resources or the basis for selection of resources is unclear.

(2) **Acceptable:** Documentation shows regular assistance to help teachers secure consultants, specialists, and other human and/or community resources consistent with instructional goals and objectives.

(3) **Commendable:** Documentation shows regular and systematic assistance to help teachers secure consultants, specialists, and other human and/or community resources consistent with instructional goals and objectives, student interests, and assessment data.

(4) **Outstanding:** Documentation shows regular and systematic assistance to help teachers secure consultants, specialists, and other human and/or community resources consistent with instructional goals and objectives, student interests, and assessment data. Candidate also monitors effective use of these resources, and follows up to improve their selection and use.

**MEASUREMENT ITEM**
**8.**
**I.E.1S*** Works with teachers to assess their professional competence.

**DEFINITION**

This item measures the degree to which the candidate regularly and systematically helps teachers through conferences, observations, performance evaluations, and other review procedures to determine their professional strengths and weaknesses.

**SCALE**

(1) **Less than satisfactory:** Documentation is absent or shows little work with teachers or assessment of their professional competence.

(2) **Acceptable:** Documentation shows candidate regularly observes and holds conferences with teachers to assess their professional competence.

(3) **Commendable:** Documentation shows candidate regularly and systematically observes, holds conferences, and conducts performance reviews with teachers to assess their professional competence.

(4) **Outstanding:** Documentation shows candidate regularly and systematically observes, holds conferences, and conducts performance reviews with teachers to assess their professional competence. Candidate monitors and follows up with teachers regarding these assessments and makes recommendations for improving their professional competence.

**MEASUREMENT ITEM**

**9.**

**I.E.2S*** Provides professional development programs consistent with identified needs of teachers and students.

**DEFINITION**

This item measures the degree to which the candidate regularly and systematically makes available and monitors professional development programs based on the needs of teachers and students as determined by assessment procedures.

**SCALE**

(1) **Less than satisfactory:** Documentation is absent or shows that professional development programs provided by the candidate are not consistent with needs of teachers and students.

(2) **Acceptable:** Documentation shows regular provision for professional development programs consistent with identified needs of teachers and students.

(3) **Commendable:** Documentation shows regular and systematic provision for professional development programs consistent with assessed needs of teachers and students.

(4) **Outstanding:** Documentation shows regular and systematic provision for professional development programs based on the assessed needs of teachers and students. Candidate also monitors the professional development programs and follows up to insure that appropriate implementation takes place.

**MEASUREMENT ITEM**

**10.**

**I.E.3S*** Provides professional development programs consistent with goals and objectives for the area supervised.

**DEFINITION**

This item measures the degree to which the candidate regularly and systematically makes available professional development programs based on the goals and objectives of the area supervised as determined through a variety of assessment procedures.

**SCALE**

(1) **Less than satisfactory:** Documentation is absent or shows that professional development programs are not provided by the candidate or are not consistent with goals and objectives for the area supervised.

(2) **Acceptable:** Documentation shows regular provision for professional development programs consistent with goals and objectives for the area supervised.

(3) **Commendable:** Documentation shows regular and systematic provision for professional development programs consistent with goals and objectives for the area supervised.

(4) **Outstanding:** Documentation shows regular and systematic provision for professional development programs consistent with goals and objectives for the area supervised. Candidate also monitors the programs to insure they are effective in meeting the goals and objectives and makes needed adjustments.

**MEASUREMENT ITEM**

**11.**

**II.B.4S** Develops and/or implements a system of reporting, record-keeping, written communication, and accounting.

**DEFINITION**

This item measures the degree to which the candidate regularly and systematically develops, implements, and monitors a system of reporting, recordkeeping, written communication, and accounting to insure the use and improvement of this system.

**SCALE**

(1) **Less than satisfactory**: Documentation is absent or indicates minimal procedures for reporting, recordkeeping, written communication, and accounting.

(2) **Acceptable**: Documentation shows the candidate regularly implements procedures for reporting, recordkeeping, written communication, and accounting.

(3) **Commendable**: Documentation shows the candidate regularly and systematically implements procedures for reporting, recordkeeping, written communication, and accounting.

(4) **Outstanding**: Documentation shows the candidate regularly and systematically implements procedures for reporting, recordkeeping, written communication, and accounting. Candidate also monitors the effectiveness of these procedures and solicits feedback as to the effectiveness and suggests needed improvements.

**MEASUREMENT ITEM**
**12.**
**III.A.1S*** Provides for systematic, two-way communication with principals, teachers, staff, parents, and the community.

**DEFINITION**

This item measures the degree to which the candidate regularly and systematically establishes and monitors two-way communication channels to principals, teachers, staff, parents, and the community, and insures the use and improvement of these channels.

**SCALE**

(1) **Less than satisfactory:** Documentation is absent or shows occasional provision only for one-way communication with principals, teachers, staff, parents, and the community.

(2) **Acceptable:** Documentation shows regular provision for two-way communication with principals, teachers, and staff, and one-way communication with parents and the community.

(3) **Commendable:** Documentation shows regular and systematic provision for ongoing two-way communication with principals, teachers, staff, parents, and the community.

(4) **Outstanding:** Documentation shows regular and systematic provision for ongoing, two-way communication with principals, teachers, staff, parents, and the community. Candidate also monitors the use of the communication channels and works to improve existing channels and/or develop new ones.

**MEASUREMENT ITEM**

**13.**

**III.B.1S*** Utilizes effective strategies for involving others in decision making.

**DEFINITION**

This item measures the degree to which the candidate regularly and systematically selects others to participate in decision making based on their knowledge, jurisdiction and the extent to which they will be affected by the decisions reached and monitors the contributions of persons selected to participate in the decision-making.

**SCALE**

(1) **Less than satisfactory:** Documentation is absent or shows ineffective strategies are used for involving others and/or there is little involvement of others in decision making.

(2) **Acceptable:** Documentation shows regular use of effective strategies in the selection of others to participate in decision making with some regard to their qualifications.

(3) **Commendable:** Documentation shows regular and systematic use of effective strategies in the selection of others to participate in decision making based on their qualifications, knowledge, jurisdiction and/or the extent to which they will be affected by the decisions.

(4) **Outstanding:** Documentation shows that regular and systematic use of effective strategies in the selection of others to participate in decision making based on their knowledge, jurisdiction, and the extent to which they will be affected by the decisions reached. Candidate also monitors the effectiveness of selection strategies and the contributions of persons selected to participate in decision making.

**MEASUREMENT ITEM**

14.

III.B.3S* Considers interests and needs of teachers and professional staff in providing services and soliciting their assistance.

**DEFINITION**

This item measures the degree to which the candidate regularly and systematically gives careful thought to the interests and needs of teachers and staff when establishing and monitoring the services provided and when seeking assistance from teachers and professional staff.

**SCALE**

(1) **Less than satisfactory**: Documentation is absent or shows little consideration for teachers and professional staff when providing services and soliciting their assistance.

(2) **Acceptable**: Documentation shows regular consideration for the interests and needs of teachers and professional staff in providing services and soliciting their assistance.

(3) **Commendable**: Documentation shows regular and systematic consideration for the interests and needs of teachers and professional staff in providing services and in soliciting their assistance. Candidate is receptive to feedback regarding the provision of services and in securing assistance from teachers and staff.

(4) **Outstanding**: Documentation shows regular and systematic consideration for the interests and needs of teachers and professional staff in providing services and in securing their assistance. Candidate also secures feedback from teachers and staff regarding services provided and assistance solicited and makes needed adjustments.

**MEASUREMENT ITEM**

15.

**IV.A.1S*** Develops professional skills consistent with his/her own responsibilities and performance.

**DEFINITION**

This item measures the degree to which the candidate regularly and systematically improves job-related professional skills through a variety of approaches based on job responsibilities and an assessment of performance.

**SCALE**

(1) **Less than satisfactory:** Documentation is absent or shows no development of professional skills or shows development of skills without regard to responsibilities and performance.

(2) **Acceptable:** Documentation shows regular development of professional skills consistent with candidate's job responsibilities or performance.

(3) **Commendable:** Documentation shows regular and systematic development of professional skills consistent with candidate's job responsibilities and performance.

(4) **Outstanding:** Documentation shows regular and systematic development of professional skills consistent with candidate's job responsibilities and assessed performance. Candidate utilizes new skills to improve his/her performance.

**MEASUREMENT ITEM**

**16.**

**IV.B.3S*** Provides leadership in identifying and solving issues and problems facing the profession.

**DEFINITION**

This item measures the degree to which the candidate regularly and systematically participates in and gives direction to the identification of issues and problems facing the profession. The documentation should also show that by providing leadership, the candidate solves issues and problems facing the profession and is seen by members of the profession as a knowledgeable and reliable member.

**SCALE**

(1) **Less than satisfactory:** Documentation is absent or shows little involvement in identifying or solving issues and problems facing the profession.

(2) **Acceptable:** Documentation shows regular involvement in activities such as professional study groups, task forces, and/or developmental projects to identify issues and problems facing the profession.

(3) **Commendable:** Documentation shows regular and systematic involvement in activities such as professional task forces, research projects, writing projects, and/or visitation projects that address professional issues and problems. Candidate provides leadership to work groups to identify and solve issues and problems.

(4) **Outstanding:** Documentation shows regular and systematic involvement and leadership in activities such as joint planning groups, university-based seminars, task forces, and/or other data based group projects which address issues and problems facing the profession. Candidate solves issues and problems and incorporates identified solutions into professional practice.

**MEASUREMENT ITEMS (Screening)****

17.
IV.C.1* Maintains accurate and up-to-date records.

18.
IV.C.2* Completes assigned tasks on time.

19.
IV.C.4* Manages routine business and recordkeeping efficiently.

20.
V.A.1* Handwrites or prints legibly.

21.
V.A.2* Organizes written information.

22.
V.A.3* Uses vocabulary and style appropriate to the level of the audience.

23.
V.A.4* Uses correct grammar and mechanics.

* Refers to Domain of Competency and Performance Indicator

** Minimum Competency Items

## APPENDIX V

### Extended Contracts

Extended contract duties are those extra duties required of a Career Level I or II principal, assistant principal, or supervisor on an eleven month (220 day) or twelve month (240 day) contract. A Career Level I principal or assistant principal is required to work a 220 day school year. A Career Level I supervisor may work a 220 day school year. A Career Level II principal or assistant principal is required to work a 240 day school year. A Career Level II supervisor may work a 240 day school year.

For Extended Contract purposes, a day shall be considered seven and one-half (7 1/2) service hours. For each extra twenty (20) days, one holiday and one sick leave day will be earned. Nineteen (19) work days therefore must be reported for each extra twenty (20) days credit.

Each local system must submit an Extended Contract Plan (ECP) for all principals, assistant principals, and instructional supervisors on an extended contract. The local system will have some flexibility in designing these duties. Guidelines for planning approvable job duties have been prepared and are available to school systems from the Commissioner of Education. Briefly, plans for the 1985-86 school year must be approved by the local board of education and submitted to the Commissioner of Education by October 15, 1985. Plans for the summer of 1986 must be submitted by May 1, 1986.

The plan shall contain at least the following elements:
(1) needs and priorities, (2) objectives, (3) implementation procedures, (4) time schedule, (5) population to be served, (6) system resources available, (7) evaluation procedures, and (8) rationale for any ECP activities scheduled during the year.

Examples of non-approvable ECP activities include supervising athletic contests or after hours school events, attending community sponsored school-related activities, faculty meetings, or supervising building maintenance activities. Approvable ECP activities are aimed at extending and improving the educational opportunities for students through more carefully planned programs for professional staff involvement and development and enrichment opportunities and programs for students.

## APPENDIX VI

### Calculation of Salary Supplement For Principals/Assistant Principals and Supervisors Currently Employed On A Ten, Eleven, Or Twelve Month Contract

Section 3.(d) (1) of the Comprehensive Education Reform Act as amended states: Supplements paid under the Career Ladder program shall consist of a supplement paid for outstanding performance, and in the case of educators with eleven (11) or twelve (12) month contracts, as provided for herein, a compensation for the extra months of service. In the case of Career Level II teachers and Career Level I principals, assistant principals, and supervisors with an eleven (11) month contract, the payment for outstanding performance shall be two thousand two hundred dollars ($2,200). In the case of Career Ladder III teachers with an eleven (11) month contract, the payment for outstanding performance shall be three thousand three hundred dollars ($3,300). In the case of Career Ladder educators with a twelve (12) month contract, the payment for outstanding performance shall be three thousand six hundred dollars ($3,600). Such amount shall be paid by the state to the local education agency for the Career Ladder program.

The following examples show the salary increase principals, assistant principals, and supervisors would receive for either Career Level I or II based on the length of their current contract.

A Career Ladder I principal, assistant principal, or supervisor currently employed on a ten (10) month contract would be eligible to receive a Career Ladder supplement of $4,000 of which $2,200 is for outstanding performance. The principal, assistant principal, or supervisor may also be entitled to additional local compensation.

Career Ladder I principals, assistant principals, or supervisors currently employed on an eleven (11) month contract would be eligible to receive a Career Ladder supplement for performance of $2,200.

Career Ladder II principals, assistant principals, or supervisors currently employed on a ten (10) month contract would be eligible to receive a Career Ladder supplement of $7,000 of which $3,600 is for outstanding performance. The principal, assistant principal, or supervisor may also be entitled to additional local compensation.

Career Ladder II principals, assistant principals, or supervisors currently employed on an eleven (11) month contract would be eligible to receive a Career Ladder supplement for performance of $3,600 plus the compensation he/she would receive for the twelfth month of service.

A Career Ladder II principal, assistant principal, or supervisor currently employed on a twelve (12) month contract would be eligible to receive a Career Ladder supplement for performance of $3,600.

The following chart also illustrates the Career Ladder supplements to be received by Career Level I and II principals, assistant principals, and supervisors based on the length of their current contract.

| | Career Level Achieved | |
|---|---|---|
| | I | II |
| Present Period of Employment | 11 mos. (220 days) | 12 mos. (240 days) |
| 10 months | $4000 plus any additional local compensation to which they may be entitled | $7000 plus any additional local compensation to which they may be entitled |
| 11 months | $2200 | $3600 plus any additional local compensation to which they may be entitled |
| 12 months | | $3600 |

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CAREER LADDER
BETTER SCHOOLS PROGRAM